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ABSTRACT

Descriptions of the 104 projects supported by The Fund for the Improvement of Postsecondary Education under its 1980-1981 Comprehensive Program are presented, as are the 1979-80 projects entitled Special Focus and National Project IV and the Comprehensive Program Final Year Dissemination Grants. Projects funded by the Fund, established by the Education Amendments Act of 1972, concern reform, improvement, and innovation in postsecondary education. The Comprehensive Program as the core of the Fund's ongoing activities enables its staff to listen and respond to the need for improved access and quality in postsecondary education as expressed by those in the field. Although the project descriptions are listed alphabetically, a section is included that lists and briefly describes projects funded this year under all of its competitions. Indexes list the projects by improvement approach, curricular content, institutional type, population served, and region. (SW)

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Office of
Educational Research
and Improvement

The Fund for the Improvement of Postsecondary Education

RESOURCES FOR CHANGE

A GUIDE TO PROJECTS 1980–1981

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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The Fund

Established by the Education Amendments Act of 1972, the Fund seeks to encourage reform, improvement, and innovation in postsecondary education. The Fund is in a separate organizational unit within the new Department of Education under the general supervision of the Assistant Secretary for Educational Research and Improvement.

The Director and staff of the Fund are responsive to a 15-member Secretarially-appointed Board of Advisors composed of educational and public interest representatives. They assist in the determination of funding priorities and in the review of proposals.

The Fund provides assistance to postsecondary educational institutions and agencies, including not only colleges and universities but also private trade, technical and business schools; counseling, referral and testing agencies, professional associations; state educational agencies; new as well as established educational institutions; student organizations; cultural institutions and organizations; and free-standing community groups.

Foreword

This, the sixth issue of Resources for Change, includes the descriptions of the 104 projects supported by the Fund under its 1980-81 Comprehensive Program. The projects address the broad range of educational needs represented in the proposals submitted under this program. About half the projects are newly funded, and half are renewals. The Comprehensive Program is the core of the Fund's ongoing activities; it enables us to listen and respond to the need for improved access and quality in postsecondary education as expressed by those in the field.

In making its awards, the Fund looks for significant improvements in educational practice. Projects range from appropriate adaptations of existing models in new settings to bold departures from current practice. Always, the Fund is looking for significant improvement rather than mere novelty.

Although the project descriptions are listed alphabetically, we have also included a section titled Brief Descriptions of Projects which lists and briefly describes projects funded this year under all of its competitions. Readers who want further breakdowns of projects by categories should consult the indexes at the back of the book; they list the projects by Improvement Approach, Curricular Content, Institutional Type, Population Served, and Region.

The heart of the book is the project descriptions themselves. Once again, these have been chiefly written by the project directors themselves. Remember, Resources is available "free" upon request from our office. So, if you "lose" your copy or wish to give one to someone else, just ask for another.

In addition to the Comprehensive Program this year, the Fund has continued support of projects funded last year under two special competitions: Special Focus: Adapting Improvements: Better Strategies for Educating Adults and National Project IV: Examining the Varieties of Liberal Education. Additionally, the Fund conducted a Final Year Dissemination Competition. Brief project decriptions and introductory material on each program are also included in this volume beginning on page 103.

Finally, this year we found ourselves under the greatest time and labor constraints we have ever before faced in assembling this book. We hope that you will bear with us and continue to find Resources a useful document.

Diana Hayman
Editor

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The University of Alabama, University, Alabama 1

Develops, pilot tests and disseminates a course on the Culture of Southern Black Women on ten campuses in Alabama, Georgia, and Mississippi. The project also will build an archive on Southern Black women, and prepare curriculum materials.

The University of Alabama, University, Alabama 1

Continues to use retired faculty to advise and teach in its individualized External Degree Program. This program focuses primarily on adult learners with whom these faculty prove especially effective.

University of Alabama - Birmingham, Birmingham, Alabama 2

Encourages enrollment of minority students in baccalaureate-level allied health training programs. The project utilizes a cooperative arrangement between Alabama's historically Black institutions and the university's School of Community and Allied Health.

American Assembly of Collegiate Schools of Business, St. Louis, Missouri 2

Assesses the results of undergraduate management and business education programs. The purpose of the evaluation effort is to improve the process of accrediting business schools.

American Association for Higher Education, Washington, D.C. 3

Collects and distributes information about programs to enhance career development and open alternative career options for faculty. Activities will complement a conference on the subject sponsored by the Lilly Endowment.

American Association of State Colleges and Universities, Washington, D.C. 3

Continues the work of a consortium of ten state colleges to devise approaches for evaluating and improving general education programs. The evaluations focus on such essential intellectual skills as communication, analysis, synthesis, quantification, and valuing.

American Council on Education, Washington, D.C. 4

Enhances the influence of the existing National Identification Program for the Advancement of Women in Higher Education Administration by creating a Senior Associates component. The Senior Associates are respected women administrators in early retirement or semi-retirement who will serve as mentors and role-models for women entering administration.

American Council on Education, Washington, D.C. 4

Inventories postsecondary educational programs which serve CETA-eligible youth. The project will also develop case studies of exemplary programs which train youth and improve their prospects of employment.

American Indian Higher Education Consortium, Denver Colorado 5

Continues to help prepare newly established tribally-chartered community colleges for accreditation status. The project provides technical assistance, support services, and advocacy.

American Institutes for Research, Washington, D.C. 5

Creates a model course in legal writing that can be adapted for use in five law schools. The project is a collaboration between AIR's document design project and the law faculties.

American Management Association, New York, New York 6

Continues to design and evaluate a Master's of Management program derived from skills proven crucial to managerial success. The tests and curricula are validated through formal studies of several types of successful managers.

Appalachian State University, Boone, North Carolina 6

Creates a program to assist two-year college instructors in teaching underprepared students. The project will establish a four-week summer program and follow-up activities.

University of Arizona School of Medicine, Tucson, Arizona 7

Improves and disseminates methods for evaluating medical students and physicians. The project uses non-physician patient-instructors to evaluate clinical competence.

Arizona State University, Tempe, Arizona 7

Develops a computer program to improve the process of awarding financial aid. The model will require minimum computer capacity so that institutions with limited computer facilities can use it.

The Artists' Foundation, Inc., Boston, Massachusetts 8

Develops a business curriculum that teaches marketing skills to college level art students. The courses enable artists to market their products more effectively, and extends their job choices.

Association of American Colleges, Washington, D.C. 8

Assesses the effects of classroom climates on women students in postsecondary education. The project researchers will engage practitioners and faculty development specialists in the study.

Beacon College, Washington, D.C. 9

Continues to aid community and neighborhood change. The project develops academic programs for staff and volunteers in community organizations.

Bibliographic Center for Research, Denver, Colorado 9

Evaluates various ways of teaching students how to search computerized bibliographies. The project compares the effectiveness of computer-assisted instruction with traditional methods.

Black Career Women, Inc., Cincinnati, Ohio 10

Expands its programs and services to respond to the needs of Black women in the work force. Activities include professional development seminars, training programs, referral services and counseling.

Boricua College, New York, New York 10

Continues to develop field internships for Puerto Rican students. The internships combine practical and theoretical learning, and provide financial resources for low income students to attend college.

Brigham Young University, Provo, Utah 11

Develops an interactive, computer-mediated language instruction program using videodiscs. The response of the student to the situation viewed on the screen determines how all subsequent instructional sequences are presented.

University of California - Berkeley, Berkeley, California 13

Provides a comprehensive program of special instruction, advising, and advocacy to improve the performance of minority students in freshman and sophomore mathematics and science. The goal of the program is to increase minority representation in engineering, the sciences, and other technical fields.

University of California - Santa Barbara, Santa Barbara, California 15

Creates a program to support recruitment and retention of adult Chicanas. The project includes a conference, a summer orientation program, child care, and other support.

University of California Chicano Studies Research Center, Los Angeles, California 13

Develops and publishes material related to Chicano Studies. The project will disseminate a reader series on Chicano history, literature, education, and political science.

University of California - Irvine, Irvine, California 14

Continues to develop, implement, evaluate, and disseminate a set of computer-based learning modules to public libraries in California. The modules deal with topics in science of interest to the general public.

University of California - Santa Barbara, Santa Barbara, California 14

Continues to develop and implement a new multidisciplinary major for undergraduates in applied mathematics. The program uses a microcomputer laboratory to give students hands-on experience with computer-mediated solutions to problems.

California State University - Chico, Chico, California 12

Develops, tests and disseminates a training program for faculty teaching handicapped students. The project uses tapes, booklets and discussions to assist faculty.

Center for Career Alternatives, Seattle, Washington 15

Continues to provide information, counseling, and placement in postsecondary programs to 2,200 individuals in the Seattle/King County area. The project focuses on the unique education needs of Asian Americans but offers resources to any individual.

Center for Education and Manpower Resources, Ukiah, California 103

Shares their career information program for rural adults through a newsletter, audiovisual presentations, a handbook, and conference presentations.

Center for Education of Non-traditional Students, Minneapolis, Minnesota 16

Continues to assist campuses in Minnesota and in a five state area to identify and remove programmatic, attitudinal, and physical barriers to the education of the handicapped through conferences, workshops, and a newsletter.

Center for Field Research, Belmont, Massachusetts 16

Continues to expand opportunities for minority and female participation in scientific field research project. The volunteer network, Earthwatch, recruits and orients participants.

Central Washington University, Ellensburg, Washington 17

Creates services and curricula for learning-disabled students entering college. Trains faculty to modify teaching approaches and content for these students and plans for the dissemination of some of these approaches.

University of Chicago, Chicago, Illinois 110

Continues to help a consortium of seventeen undergraduate programs for adults strengthen their programs. The project focuses on measuring the outcomes of liberal education.

City University of New York Brooklyn College, New York, New York 11

Continues to improve peer tutoring in writing nationwide through a summer program for faculty. The project is based on procedures for training and supervising peer tutors developed at Brooklyn College.

City University of New York Brooklyn College, Brooklyn, New York 12

Continues to develop a summer institute in Women's Studies to train high school teachers, counselors, and administrators. Institute participants study recent scholarship concerning literature, history, and sex roles, and construct instructional modules.

City University of New York Hunter College, New York, New York 34

Employs an interinstitutional faculty seminar to create curriculum materials and courses on dilemmas that professionals face in working with the aged. The project will provide case studies and bibliographies, new courses at several institutions, and conferences.

City University of New York LaGuardia Community College, Long Island City, New York 44

Develops an A.S. degree in School Food Management to advance school lunch workers to management positions. The project involves collaboration between the union, the College, and the New York City Board of Education (the employer).

City University of New York Lehman College, Bronx, New York 46

Develops a mathematics laboratory for strengthening math skills in low achievement high school students. The laboratory employs microcomputers and programmable calculators.

City University of New York Lehman College, Bronx, New York 46

Teaches Spanish-speaking students college level English through the Dartmouth method of Intensive Language Instruction as well as through intensive work in writing in Spanish and English. The project will attempt to curb attrition and "mainstream" non-native speakers of English.

City University of New York Medgar Evers College, Brooklyn, New York 50
Develops model A.A. and B.A. programs for urban adults at Medgar Evers College. Older students and faculty will cooperate in the planning process.

City University of New York Queensborough Community College, Bayside, New York 112
Continues to encourage and assist the creation of instructional systems using teleconferencing for housebound handicapped persons. The project uses model teleconferences, workshops, and printed materials to share its expertise nationwide.

City University of New York York College, Jamaica, New York 103
Continues to extend the COMP-LAB writing course to two high schools, a neighborhood-based mental health program, a union, and a CETA training center. The course has been especially useful for speakers of non-standard dialects.

Clark College, Atlanta, Georgia 17
Continues to involve faculty in a major restructuring of the lower division to create a general education program. Activities include summer workshops, curriculum development efforts, and a redesign of the faculty reward structure.

Clark College, Atlanta, Georgia 18
Develops sets of exercises to teach reading comprehension skills, especially those related to scientific prose. The project will adapt principles of mastery learning.

Clearinghouse for Community-Based Free Standing Educational Institutions, Washington, D.C. 18
Continues to address several major problems of community-based educational institutions: institutional development, financial stability, accreditation, and dissemination of good practice.

Colegio Cesar Chavez, Mt. Angel, Oregon 19
Continues to implement a transitional educational program for adult Chicanas helping them matriculate into a B.A. degree program. The project utilizes an alternative credentialing process, peer group support, and a core curriculum designed specifically for Chicanas.

College Entrance Examination Board, New York, New York 19
Enables unaffiliated scholars to continue their research without faculty positions. The project will study the extent and nature of independent scholarship and explore links with institutions and groups.

College of New Rochelle, New Rochelle, New York 20
Develops financial aid information and improves counseling for part-time, working students. The College Board will help share results and procedures nationally.

University of Colorado, Boulder, Colorado 20

Facilitates the entry of Native American students into science and related careers. The project includes an intensive four week summer program in science and mathematics, and training workshops for teachers and counselors of Native American students.

Colorado Mountain Junior College, Glenwood Springs, Colorado 103

Publicizes the successful Outreach Adult Counseling and Information Services (OACIS) program to public community colleges through a monograph and a slide tape presentation.

Colorado Women's College, Denver, Colorado 21

Continues to contribute to a new definition of a college for women by drawing upon the traditions of learning through risk-taking in new and unsure environments. College faculty members working with outside facilitators build curricular experiments based on this new application of experiential education.

Commonwealth Association of Students Foundation, Harrisburg, Pennsylvania 22

Continues to review and critique the grievance procedures at three Pennsylvania state colleges. Students and faculty will participate in the process, and a handbook of the rules and regulations for these colleges will be published.

Commonwealth Job Development Center, Hato Rey, Puerto Rico 22

Continues to provide adult education for Puerto Ricans living in housing projects, through the use of community educational resources, volunteers, professionals, and learning facilitators.

Conference of Small Private Colleges, Princeton, New Jersey 23

Provides ways for colleges to minimize the damage to education as a result of college closings. The main product will be a handbook detailing alternative futures for college programs and plants.

Conference of Small Private Colleges, Princeton, New Jersey 104

Publishes a handbook for directors of continuing education programs detailing at least twenty-two ways in which institutions can assist adults to finance their education.

University of Connecticut, Storrs, Connecticut 23

Expands a program which identifies, motivates, and educates disadvantaged high school and pre-freshman students interested in pursuing careers in the allied health professions.

Contra Costa Community College District, Martinez, California 24

Conducts weekly seminars to train subject area instructors to teach students to read and write more effectively. Instructors will also supervise and evaluate trained tutors who will work with deficient students in each discipline.

Corrections Clearinghouse, Olympia, Washington 111

Continues to promote the adaptation of a highly successful career awareness program for ex-offenders. The program helps these adults examine their vocational and educational options.

Council for the Advancement of Experiential Learning, Columbia, Maryland 24
Provides locally accessible training for faculty who supervise experiential learning. CAEL cooperates with three other national organizations.

Council for the Advancement of Experiential Learning, Columbia, Maryland 25
Continues to improve the quality and availability of information about programs assessing prior learning of non-enrolled learners. The project provides information to advisors of learners via telephone and an information dissemination system.

Council for the Advancement of Experiential Learning: Mountains and Plains Regional Council, Littleton, Colorado 25
Advances quality education for adult learners via a collaboration between CAEL, the Council for the Advancement of Small Colleges, and 30 public and private postsecondary organizations in six western states. The collaborators seek to share resources, improve practices and assess quality.

Council for Opportunity in Graduate Management Education, Inc., Cambridge, Massachusetts 26
Continues to focus on the underrepresentation of minorities in graduate schools of management. The project establishes COGME as a resource for students, undergraduate administrators, and other graduate schools in addressing the problem of minimal minority representation in graduate management education.

Cultural Education Collaborative, Boston, Massachusetts 26
Continues to establish relationships between cultural institutions and community agencies. Representatives from both groups plan and carryout cultural community education programs which serve Boston's adult community.

Delaware Art Museum, Wilmington, Delaware 27
Continues to establish self-sustaining neighborhood educational art projects. The museum supplies or organizes training and instruction.

University of the District of Columbia, Washington, D.C. 27
Expands a one-year experiment with an alternative teaching strategy that actively involves students in small learning groups. Extends the program to include new faculty and disciplines outside of the social sciences.

Earlham College, Richmond, Indiana 28
Implements a Senior Year Studies program which synthesizes students' previous work. The program will establish a variety of courses, non-credit activities, and a post graduate internship.

Eastern Montana College, Billings, Montana 28
Expands a teleconferencing system to serve rural Montana residents, including students on Indian reservations.

Eastern Oregon State College, LaGrande, Oregon 29

Continues to develop a ten-county educational delivery system for rurally isolated adults in Eastern Oregon. A network of participating colleges, industries, and public agencies will provide cost-effective postsecondary educational opportunities through regional outreach centers and distance instruction.

Educational Television Center, Menlo Park, California 29

Continues to deliver educational information and courses to older adults at group sites with the cooperation of colleges and social service agencies.

Educational Testing Service, Princeton, New Jersey 30

Continues to investigate the demographic and economic characteristics of minority students seeking assistance to attend graduate and professional school. Compares resources, expenses, indebtedness, and financial aid packages in order to understand how minority students make financial decisions about graduate education.

The Feminist Press, Westbury, New York 30

Produces a comprehensive volume of information for college-bound women, entitled Everywoman's Guide to Colleges and Universities. The book will define and report on the "health" of postsecondary institutions for women.

Florida International University, Miami, Florida 31

Continues to work with community agencies and educational institutions to help them respond to migrant educational needs and interests. The project uses a community organizing approach to raising consciousness about educational opportunity among rural migrant workers.

The Franklin Institute, Philadelphia, Pennsylvania 31

Continues to develop a pioneering satellite museum in an urban mall in downtown Philadelphia. The project gives science instruction and builds a broader visitor population for the parent museum.

Gallaudet College, Washington, D.C. 32

Develops Western European and Latin American Area studies programs for deaf students. Integrates language resources and creates new curricula to provide deaf students with the foundation needed to understand foreign language and cultures.

Graduate School for Urban Resources and Social Policy, San Diego, California 32

Trains minority researchers by placing them in community organizations. The project aims to further local community development activities by helping administrators of community-based organizations evaluate and improve their services.

Harvard College, Cambridge, Massachusetts 104

Makes information available about the Value Added approach to measuring student learning in postsecondary programs and institutions, through a workbook and consulting assistance.

Hispanic American Career Education Resources, Inc., New York, New York 39

Continues to establish an Hispanic Women's Learning Resource Center which serves the educational and career needs of Hispanic women in New York City. All services are designed with the adult Hispanic women's needs and style in mind and include financial counseling and self growth sessions.

Hispanic Higher Education Coalition, Washington, D.C. 33

Expands efforts to improve educational opportunities for Hispanics. Activities include providing technical assistance, disseminating critical funding information, facilitating transfers between two-year and four-year institutions and establishing a resume bank.

Hood College, Frederick, Maryland 33

Establishes a program to recruit Hispanic women. The project also implements an academic program and support system for these women and begins a process of institutional "biculturalization."

Howard University, Washington, D.C. 34

Continues to develop a program to strengthen the research skills of minority junior and senior college students. Skills in conducting research, performing data analysis, and reporting results will be developed.

Illinois Public Community College District 514 (Illinois Central College), East Peoria, Illinois 35

Continues to adapt the Illinois Central College reasoning skills program to six other community colleges. The program is interdisciplinary, and based on Piagetian principles of cognitive development.

Incarnate Word College, San Antonio, Texas 35

Continues to establish an outreach program to serve older, single, and bilingual women in San Antonio. The project assists them in making transitions into postsecondary institutions through skills analysis, remediation and counseling in a milieu familar to and supportive of women.

Indiana University at South Bend, South Bend, Indiana 36

Continues to broaden a faculty mentor program to help build an intellectual community of faculty and students at a large commuter campus. Mentors and peer tutors lead seminars which relate the liberal arts to the concerns of commuting students.

Industrial Cooperative Association, Cambridge, Massachusetts 36

Develops educational programs and materials to improve workers' abilities to sustain and manage cooperative enterprises. Initial work will be at four sites in New England and North Carolina.

Institute for Architecture and Urban Studies, New York, New York 37

Continues to establish a new unit in architectural and planning education. The project is intended to make such education more relevant to the problems of the inner city.

Institute for Labor Education and Research, New York, New York 37

Extends a model worker education program to six union locals by training twenty stewards in small group methods and use of modular materials. Develops a network of labor education leaders.

Institute for Research in History, New York, New York 38

Develops a program of career change seminars for tenured faculty considering leaving adademic employment. Seminars will be twelve weeks in duration, and will include direct job experience.

Institute of the Black World, Atlanta, Georgia 38

Establishes a two-year curriculum development project in four areas of Black studies: history, political economy, sociology, and culture. Project sets up a clearinghouse on model courses, publishes a directory and holds a series of discipline-based and interdisciplinary workshops.

Institutional Development and Economic Affairs Service, Nederland, Colorado 39

Continues to adapt the successful Foxfire Learning process involving migrant youth in a postsecondary learning experience. Youth enroll in area community colleges and participate in a curriculum design that includes writing and publishing a series of community and career awareness profiles.

International Ladies' Garment Workers' Union, New York, New York 40

Trains learning organizers to provide educational information and advisement for union workers.

University of Iowa (Conduit), Iowa City, Iowa 40

Continues to adapt 35 successful computer-assisted instructional programs so that they can be used on various types of microcomputers. "Conduit" disseminates the program along with handbooks on how to modify and develop new programs.

Jersey City State College, Jersey City, New Jersey 41

Continues a program to train teachers for urban schools. The program emphasizes practical, classroom experience.

John C. Campbell Folk School, Brasstown, North Carolina 41

Develops a 30-week program in the skills required for homesteading. The project will be especially attractive to retirees who intend to live more self-sufficiently.

Kansas City Kansas Community College, Kansas City, Kansas 42

Provides individualized vocational and career training programs for handicapped and disabled individuals in the service area of the institution. A labor-industry council will be created to coordinate support services such as child care and remediation.

Kansas State University, Manhattan, Kansas 42

Continues to adapt the University for Man model of rural self-help education to other small communities in Oklahoma, Missouri, Kentucky, and South Dakota. A statewide organization also develops its capacity as a consultant to local communities.

Kentucky Highlands Investment Corporation, London, Kentucky 43

Continues to train and counsel small business owners, managers and civic leaders in community organizations to build their decision-making and planning skills. The project initiates and sustains community-based economic development in rural Kentucky through the investments of these key social and business entrepreneurs.

Kirkwood Community College, Cedar Rapids, Louisiana 43

Implements an interactive TV program for rural Iowans. Courses using the home environment for "laboratory" experiments will be developed.

Labor Institute for Human Enrichment, Inc., Washington, D.C. 44

Establishes a Worker Advisory Service to provide assistance to companies, unions and postsecondary institutions developing educational plans and programs for working adults.

Latino Institute Research Division, Reston, Virginia 45

Establishes an Information and Reference Center for "Educacion Liberadora" in order to develop a national network of projects based on the approaches of Paolo Freire. Relevant project information will be compiled and indexed, and educational materials will be published.

League for Innovation in the Community College, Los Angeles, California 45

Provides training for community college women who have potential to assume major policy-making positions in the 1980's. Strategy will include workshops, use of mentors, and national networking.

Loyola University of Chicago, Chicago, Illinois 47

Continues to provide counseling, training, guidance, and internship opportunities for faculty and administrators during sabbaticals. These activities renew faculty interest in teaching as well as expose them to new career options.

LULAC National Educational Service Center, Inc., Washington, D.C. 47

Continues to conduct research and evaluation related to the persistance of Hispanic students in college. The project explores particularly the relationship between counseling and financial aid services.

Lutheran Social Mission Society, Philadelphia, Pennsylvania 48

Continues to improve curricula, and educational and employment counseling for working class women in a community-based college program offering an A.A. degree in cooperation with the Community College of Philadelphia. The program respects ethnic traditions, as well as the needs and goals of working class women.

University of Maine at Augusta, Augusta, Maine 48

Continues to establish two community adult learning cooperatives in rural areas of Maine. Four colleges jointly sponsor these cooperatives, with the participation of other community organizations.

Mary Baldwin College, Staunton, Virginia 49

Disseminates the technique and strategies for educating adults developed for Mary Baldwin's adult degree program (under a FIPSE grant) to five small liberal arts colleges. Provides technical assistance and a manual to participating institutions.

University of Maryland College Park Campus, College Park, Maryland 49

Integrates experiential learning into the general education curriculum. The project assists faculty to develop out-of-class activities, and problem-solving and decision-making exercises.

Massachusetts Institute of Technology, Cambridge, Massachusetts 50

Continues to provide a community education referral service, information bank, and learning aid in a public library. The project utilizes an easy-to-use computer, and provides telephone access to the information as well.

Memphis State University, Memphis, Tennessee 51

Develops materials to be used in training secondary school teachers and counselors to prepare, motivate, and encourage minority students to pursue engineering and technology fields.

Memphis State University, Memphis, Tennessee 51

Continues to develop an Institute for Academic Improvement that assists colleges and universities in improving traditional practices. The project also develops new approaches to individualized education, experiential learning, and the education of adults.

Mexican American Cultural Center, San Antonio, Texas 52

Educates young Mexican-American community leaders in basic administration and community organizing. The program will encourage instructive local change.

Mexican American Legal Defense and Education Fund, San Francisco, California 52

Creates an institute to increase access to the legal profession for minority individuals. The project completes a study and develops models for admissions criteria, recruitment, retention and bar passage.

Miami-Dade Community College, Miami, Florida 53

Continues to implement a computerized system that allows instruction with individualized starting and completion time, course lengths, and awards of credit. The framework includes a planning and budgeting system for dollars, faculty time, and other resources, as well as systems for scheduling, registration, and record keeping.

University of Michigan, Ann Arbor, Michigan 53

Produces a specially-designed television program about writing to be used in classrooms and for national broadcast. The program and supplementary materials will be evaluated for instructional effectiveness both in classrooms and with general audiences.

University of Michigan, Ann Arbor, Michigan 54

Continues to deliver instruction in mathematics, language, logic, scientific method, and reasoning via telephone hookup with community-based computer facilities. The project mounts and assesses a demonstration model aimed at women, older people, minorities, community college students, and homebound and institutionalized persons.

University of Michigan, Ann Arbor, Michigan 106

Directs and coordinates the activities of FIPSE's National Project IV: Examining the Varieties of Liberal Education. Fourteen programs at different institutions are involved in the overall evaluation and reporting of findings.

Miles College - Eutaw Campus, Eutaw, Alabama 54

Continues to enable the faculty and staff of an innovative program for minority rural adults to modularize their curriculum and upgrade their capacity to help students improve basic skills.

University of Minnesota, Minneapolis, Minnesota 55

Continues to assist faculty to better adapt their instruction to the developmental and learning characteristics of their students. A consultation model is used to focus on individual faculty members' needs.

Mississippi Industrial College, Holly Springs, Mississippi 55

Continues to develop and test a model curriculum to serve first-generation college students from culturally and economically deprived rural Southern areas. The project develops basic skills linked to major area courses within a competency-based framework.

University of Montana, Missoula, Montana 56

Designs and implements a competency-based legal education for students who intend to practice in small, rural non-corporate law firms in the Pacific Northwest. Project will inventory legal skills needed to be effective regionally and will also develop strengths in Native American law.

Morgan State University, Baltimore, Maryland 56

Continues to develop a multidisciplinary school of Built-Environments studies. The project intends to increase the number of minorities studying the professions of architecture, landscape architecture, city and regional planning, and urban design at the undergraduate and graduate levels.

Museums Collaborative, Inc., New York, New York 104

Provides assistance in implementing cultural exchange through a "voucher" system. The project arranges collaborations between arts organizations and community groups.

National Congress of Neighborhood Women, Brooklyn, New York 57

Forms a consortium of three grassroots community groups to offer A.A. degree-level programs. The groups will also develop a new B.A. option for a multi-racial, primarily female clientele through affiliation with postsecondary institutions.

National Congress of Neighborhood Women, Brooklyn, New York 58

Continues to develop an urban education program for ethnic women, using the neighborhood as a learning laboratory, and co-sponsors an A.A. degree with LaGuardia Community College. Project staff develop materials, provide technical assistance to adaptors and establish a network to disseminate the model.

National Manpower Institute, Washington, D.C. 104

Develops a press kit to be distributed to more than 7000 individuals and groups in conjunction with National Secretaries Week, containing information on career counseling and development programs.

National Public Radio, Washington, D.C. 111

Continues to disseminate an instructional radio program for adults developed at West Virginia Wesleyan College. The project uses the national satellite instructional radio network.

National Society for Internships and Experiential Education, Washington, D.C. 58

Establishes a peer assistance network-in-learning with the cooperation of four other national organizations. A toll-free number and resource papers will also be used to provide guidance to faculty developing experiential learning programs.

National Women's Studies Association, College Park, Maryland 59

Continues to work cooperatively with experts in the field to improve experiential learning components of Women's Studies programs. NWSA will make referrals, run regional workshops, and publish a handbook.

Native American Education Services, Inc., Chicago, Illinois 59

Strengthens existing B.A. degree-granting programs to train the American Indian community in tribal development. The project also forges agreements with tribal educational institutions at three reservation sites and develops inter-institutional relationships in one urban setting.

University of Nebraska, Lincoln, Nebraska 60

Continues to provide tenured faculty members on sabbatical from their home institutions semester-long seminars on teaching chemistry and physics. The program will be evaluated to determine if there is a change in the quality of instruction when participants return home.

New England College, Henniker, New Hampshire 111

Continues to provide technical assistance to five institutions adapting an educational program for senior citizens. The PIONEER program provides mini-courses for the participants and involves them in extra-curricular activities with undergraduates.

New England Regional Joint Board, Amalgamated Clothing and Textile Workers' Union, North Dartmouth, Massachusetts 60

Provides basic skills instruction and technical managerial training to rank and file workers. The project is directed to union locals with some ties to postsecondary institutions.

New Environments for Women, Inc., Boston, Massachusetts 61

Educates CETA youth program staff about high-technology occupations and establishes systems to channel occupational information to them. The project also develops models for increasing access of CETA-eligible youth, especially young women, to high-technology occupations.

University of New Mexico School of Medicine, Albuquerque, New Mexico 61

Expands and refines the curriculum and management of an alternative medical program in primary health care. The project will require the medical student to work with patients earlier and more intensely than in traditional programs.

New York City Police Foundation, New York, New York 62

Continues to assess the writing problems of police managers and designs a curriculum to deal with them. This collaboration between the NYC Police Department and John Jay College of Criminal Justice also identifies systematic patterns of poor communication in a major organization.

North Ward Educational and Cultural Center, Newark, New Jersey 62

Brings together 25 community leaders from different cultural constituencies in Newark. Montclair State College will establish a cross-cultural education program for them.

Northeastern Illinois University, Chicago, Illinois 63

Continues to develop an Educational Studies major designed for educators working in non-school settings. The project also develops internships in non-school settings.

Northern Kentucky University, Highland Heights, Kentucky 63

Implements an interdisciplinary applied program in sociology and anthropology. The project trains undergraduates as specialized research analysts in such fields as minority affairs, gerontology, and corrections.

Northern Rockies Consortium for Higher Education, Logan, Utah 64

Continues to develop instructional methods at 22 member schools. The project combines incentive grants, consultant aid, and workshops.

Northwestern University, on behalf of the Committee on Institutional Cooperation, Evanston, Illinois 64

Increases the awareness and knowledge of both faculty and graduate students in the major midwestern universities regarding career choices available to Ph.D.'s in the humanities. A workshop and follow-up activities will help shape and monitor development of programs to counsel up to 12,000 graduate students.

Octameron Associates, Alexandria, Virginia 65

Publishes a guide to academic merit scholarships for use by talented minority and disadvantaged college-bound youths. The program also evaluates the guide in regard to the number of requests for information about each scholarship and the number of grants awarded to these students.

Oregon State University, Corvallis, Oregon 65

Continues to involve faculty consultants as administrative interns in the College of Liberal Arts. The consultants advise other faculty on a variety of institutional, pedagogical and administrative matters.

Organization of American Historians, Bloomington, Indiana 66

Plans for greater integration of Black women's history and for greater participation of Black women scholars in the OAH. Activities include identification of historians involved in research in the field, networking, and workshops for graduate students on the dissertation.

Organization of American Historians, Bloomington, Indiana 66

Continues to integrate the history of women into the surveys of American History and Western Civilization taught in most history departments. The project brings together feminist historians and survey course faculty in a working conference, and produces course outlines and packets of readings.

Pacific Basin School of Textile Arts, Berkeley, California 67

Continues to expand its certificate program in the textile arts. The expansion includes developing a new curriculum for marketing, production, and career development.

Pacific Region Postsecondary Education Council, Washington, D.C. 67

Continues planning and development for regional cooperative efforts to serve postsecondary education needs in the U.S. territorial islands. The council combines for the first time postsecondary institutions in Guam, the Trust Territory of the Pacific Islands (Micronesia), the Northern Marianas and American Samoa.

Paideia, Berkeley, California 68

Continues to explore patterns and styles of learning. The project works with faculty and students in various institutions to increase awareness of the classroom and teaching in order to improve student learning.

University of Pennsylvania, Philadelphia, Pennsylvania 69

Continues to offer a leadership training program for women students which also sensitizes male students to new styles of leadership and to democratic modes of working with women. The program serves undergraduate and graduate students in the College of Arts and Sciences.

University of Pennsylvania, Philadelphia, Pennsylvania 111

Continues to adapt a workshop on women in management for presentation at individual institutions. The program meets each institution's particular needs and encourages creation of networks and support groups on campus.

Pennsylvania State University, University Park, Pennsylvania 68

Demonstrates cooperative regional planning, crossing state lines and jurisdictions, to better match needs and resources in all parts of postsecondary education. There will be pilot sites in upstate New York and Pennsylvania, and in the Gulf Coast region.

Peralta Community College District, Oakland, California 69

Increases the teaching effectiveness and sense of affiliation of part-time instructors. Methods include refining existing orientation, communication, and evaluation procedures, and training part-time faculty members as teaching and learning consultants.

The Philadelphia School of Office Training, Philadelphia, Pennsylvania 70

Trains high school dropouts in office skills while they simultaneously earn their high school equivalency degree. The program serves as a bridge for out-of-school students who need quick entry into work and further access to postsecondary education.

Pikeville College, Pikeville, Kentucky 70

Continues to develop four satellite centers offering non-credit courses for isolated and economically depressed individuals who fear and distrust traditional education. Initial courses are taught by members of the community.

University of Pittsburgh, Pittsburgh, Pennsylvania 71

Establishes faculty and student seminars and other activities to investigate the language and knowledge structures of academic disciplines. The activities will lead to improved communication between student and teacher as well as the restructuring of liberal education courses.

Polytechnic Institute of New York, Brooklyn, New York 71

Brings up to 100 institutions into an existing network of reentry programs for women with degrees in science. Project provides technical assistance, incentive grants and networking to facilitate the adoption of the reentry strategy nationally. The Fund and the National Science Foundation are co-sponsoring the project.

Polytechnic Institute of New York, Brooklyn, New York 72

Continues a program for minority women in management, and adapts it to two engineering fields: computer science and transportation. The long term goal is to increase the number of minority women in these fields.

University of Portland, Portland, Oregon 73

Continues to promote a cooperative effort among local hospitals, community colleges, and the University of Portland to provide a baccalaureate program for registered nurses in geographically isolated areas.

Puerto Rico Junior College, Rio Piedras, Puerto Rico 73

Continues to establish study centers throughout the island. Students enrolled in courses carried on cable TV can take examinations, receive tutorial and remedial assistance, attend workshops and orientations, and interact with other students on an informal basis.

Raza Center for Alternative Education, Los Angeles, California 74

Creates a labor school using a bilingual/bicultural approach to provide progressive education for East Los Angeles workers.

University of Rhode Island, Kingston, Rhode Island 75

Continues the reform of general education via skills-oriented courses. Additional funding supports a new natural science component, an outreach effort to recruit part-time learners, and a dissemination effort.

University of Rhode Island, Kingston, Rhode Island 112

Continues to help other institutions adapt several models of counseling services for adult learners. Workshops are used to retrain the professional counseling staffs and to heighten their sensitivity to the needs of adult learners.

Rhode Island College, Providence, Rhode Island 74

Continues to establish a personalized, work-related program at an urban educational center for minority students in Providence. The program involves a collaboration with Rhode Island Junior College for a joint A.A. degree.

Richland County School District One, Columbia, South Carolina 75

Develops and implements an internship program for potential school administrators. The project also develops components of a field-based, education administration curriculum to provide leadership training for practicing administrators.

Saint Edward's University, Austin, Texas 76

Continues to implement a listening-skills training program for underprepared freshmen. The program also tests the effect of improved listening on other language skills.

Saint Peter's College, Jersey City, New Jersey 76

Continues to expand the current two-year degree program in Public Policy into a five-year Bachelor of Science degree program. Provides community activists with the education and skills training necessary for significant job advancement and improvement of public service in Hudson County.

77

San Diego State University, San Diego, California

Offers cable TV courses for the elderly with a telephone hookup so that home viewers may communicate with a studio instructor.

San Diego State University - Imperial Valley Campus, Calexico, California 77

Continues to establish an Institute for Small Business Management on the California/Mexico border to assist small businessmen. The project also develops a degree program for students entering the field.

San Francisco State University, San Francisco, California 78

Continues to help students to succeed in entry math courses and to function in a society where computers and statistics play an important role. This project supports a laboratory, curriculum development, courses in statistical and computer literarcy, research activities, and faculty training.

Simon's Rock of Bard College, Great Barrington, Massachusetts 78

Studies how women of different ages and stages of development in a variety of formal and non-formal learning environments think about, evaluate, and use the educational opportunities open to them. The project will also disseminate its findings and develop new approaches and programs to serve women's needs.

Smith College, Northhampton, Massachusetts 79

Develops a program to advance the careers of mid-management women and their supervisors. The program takes place in a summer session with a project to be completed the following year.

Society for Values in Higher Education, New Haven, Connecticut 79

Continues to work through a nationwide consortium of diverse colleges and universities to improve the quality of undergraduate general education programs. Each institution designs and implements a new or strengthened program through a task force composed of faculty, administrators, and students.

Society of Hispanic Professional Engineers, Los Angeles, California 80

Pursues multiple strategies aimed at increasing the number of Hispanic students pursuing engineering studies. Expands on past efforts of organizing student chapters by providing peer support and tutoring, and developing a directory of Mexican-American engineers.

Solidaridad Humana, Inc., New York, New York 80

Continues to establish itself as a comprehensive educational institution providing independent study, contract learning, vocational education, and an effective path to postsecondary education for Hispanics.

Standing Rock Community College, Fort Yates, North Dakota 81

Continues to collaborate with North Dakota State College to offer junior and senior level programs in social services to meet the needs of a Sioux Indian reservation.

University of the State of New York, Albany, New York 87

Tests the "study circle" approach for organizing and serving learners and workers. Coordinators in five locations will establish study circles in workplaces.

State University of New York at Binghamton, Binghamton, New York 82

Continues to convert a computer-based introductory course in formal logic so that it can be run on a variety of computers across the country. The program was adapted from work begun at Stanford University.

State University of New York College at Geneseo, Geneseo, New York 82

Continues to extend educational opportunities to interstate migrant youth. Validates and refines an earlier program in an attempt to move toward a national model.

Student National Medical Association, Inc., Washington, D.C. 81

Establishes a tutorial program to improve the performance of Black and Hispanic students on the New Medical College Admissions Test. Activities also include identifying minority pre-med students and preparing a diagnostic test.

Temple University, Philadelphia, Pennsylvania 83

Continues to establish a program of workshops and seminars on teaching composition for faculty from disciplines other than English.

University of Tennessee, Knoxville, Tennessee 112

Continues to disseminate a reading program that serves functionally illiterate adults. The project provides technical assistance to adaptors of the program who include a community college and a community service agency.

University of Tennessee Center for the Health Sciences, Memphis, Tennessee 83

Develops a continuing education program for practicing pharmacists focusing on patient screening, management and referral. The program for pharmacists who have little access to professional development programs will take place at the work site, at home and in workshops.

University of Texas at Austin, Austin, Texas 84

Develops and validates a set of procedures for evaluating college writing and college writing programs. Research will be done on the goals, process, products and teaching of writing.

University of Texas at Austin, Austin, Texas 84

Continues to develop materials and training exercises to enhance faculty skill in teaching non-traditional students. The materials are field-tested and evaluated by a consortium of community colleges across the country.

Thomas A. Edison College, Trenton, New Jersey 85

Establishes a statewide testing and assessment center for participating institutions which serve adult learners. The project also develops policies and procedures to grant credit for prior learning at the member colleges, with Edison performing the assessments.

Tufts University, Medford, Massachusetts 104

Disseminates the Urban Advocacy Project for community development, through a conference for area educators, and by making available curriculum packages and a resource index for citizens.

United Auto Workers, Detroit, Michigan 85

Continues to implement a retirement planning program for UAW blue collar workers. The project trains staff to run the program, tests the program with a pilot group, and spreads the program to seventeen regions nationally.

United Church of Christ - Cedar Lake Home, Westbend, Wisconsin 86

Continues to expand educational programs for professionals and para-professionals in health care fields. Practical experiences include workshops to bring together youth and the aged, and skills training for the aged.

United States Student Association, Washington, D.C. 86

Encourages students and administrators to cooperate in evaluating and solving problems in financial aid administration. The project designs consumer-oriented approaches to help campus financial aid officers determine student eligibility.

University City Science Center, Philadelphia, Pennsylvania 87

Assembles and produces video and print materials designed to increase understanding regarding alternatives to violence. The instructional materials will be widely disseminated in colleges and community settings.

University of Utah, Salt Lake City, Utah 88

Continues to improve the quality of instruction in American Indian history by developing, producing, and distributing video cassette programs by scholars of national reputation. The project also provides consultations at ten to twelve western institutions.

Vincennes University, Vincennes, Indiana 88
Continues to assist welfare recipients, particularly mothers, in preparing for the completion of a two-year occupational program or for transfer to a college program leading to employment.

Virginia Commonwealth University, Richmond, Virginia 89
Helps faculty to evaluate and change the assumptions they make about Black students through interviews, personal journals, classroom recordings, and other means.

University of Washington, Seattle, Washington 105
Continues to disseminate a method for conducting classroom evaluations of teacher instructional effectiveness. The program intends to research and refine the method as it comes into wider use on other campuses.

University of Washington, Seattle, Washington 92
Continues to offer a graduate program in tribal administration that serves students nominated by their tribes. The Graduate School of Public Affairs and the United Indians of All Tribes Foundation are jointly sponsoring the program.

University of Washington, Seattle, Washington 91
Develops a training program for community outreach workers at health facilities serving Spanish-speaking migrant farmworkers. Students earn 70 credits toward the Associate degree.

University of Washington, Seattle, Washington 91
Offers a workshop model to increase mathematics and spatial abilities and to improve attitudes toward the teaching of mathematics to twenty math educators from teacher training programs.

Washington Center for Learning Alternatives, Washington, D.C. 89
Develops new instruments and procedures to assess interns' competencies in self-assessment, goals clarification, and life planning. The assessment process will be used by WCLA's affiliated institutions and others interested in experiential education.

Washington Center for the Study of Services, Washington, D.C. 90
Continues to prepare an evaluative guide for prospective students of vocational schools in the D.C. area.

Washington School of Psychiatry, Washington, D.C. 112
Continues to disseminate the principles and practices of clinics to combat math anxiety by publishing materials and conducting demonstrations. Materials include a program and specialist directory, a program operator's manual, and a self-help kit for adult learners.

Washington State University, Pullman, Washington 90
Conducts career and life planning workshops and practical skill development courses for rural women. The program will be carried out through a consortium of women's programs at five colleges and universities.

Wayne State University, Detroit, Michigan 92
Continues to enable three other colleges and universities to adapt a flexible B.A. program for working adults. The adapting institutions

draw from and contribute to a revolving loan fund that enables additional institutions to adapt this model in future years.

Wellesley College, Wellesley, Massachusetts 105
Strengthens efforts to adapt the New England region administrative skills program for women in higher education administration, through brochures and manuals, workshops associated with national conferences, and direct technical assistance at new sites.

Wells College, Aurora, New York 93
Extends a project to stimulate and improve educational programs for women interested in public leadership. This national effort includes technical assistance, regional dissemination conferences, and videotapes about Black women and leadership.

Wesleyan University , Middletown, Connecticut 93
Continues to evaluate and refine the College of Science in Society. The College meets the need for pre-professional study while providing a perspective on pressing social problems.

Wesleyan University, Middletown, Connecticut 113
Continues to foster the creation of Masters' programs in Liberal Studies. A summer institute and a manual help approximately 40 new institutions create such programs each year.

West Virginia Institute of Technology, Montgomery, West Virginia 96
Continues to establish an off-campus labor school offering courses, certificates, and B.A. degrees for working adults in southern West Virginia. The project develops a flexible approach to curriculum and instruction.

Western Interstate Commission for Higher Education, Boulder, Colorado 94
Circulates the names of minority students for recruitment into graduate schools under the aegis of WICHE. The project will expand membership of the Western Name Exchange, improve recruiting techniques, evaluate services, and increase information dissemination to students.

Western Interstate Commission for Higher Education, Boulder, Colorado 94
Continues to develop and test an evaluation procedure for internship programs. The project develops guidelines for good practice, completes a western directory of internship programs, and disseminates products to selected sites.

Western Regional Learning Center, San Francisco, California 95
Educates staff of community organizations in "action-research". The method encourages staff to gather and analyze data in order to better understand the impact and function of the organization.

Western Wisconsin Technical Institute, La Crosse, Wisconsin 95
Educates future phototypesetters in skills such as analysis, critical thinking, and problem-solving useful in the changing fields of word processing, phototypesetting, and computers. Instructional modules and simulated problems will be developed.

Wheaton College, Norton, Massachusetts 96
Revises the college's introductory courses to integrate the study of women into the core liberal arts curriculum. The methods to be used will be determined through a self-assessment by faculty in each department.

Wheeling College, Wheeling, West Virginia 97
Enriches student life by using the teacher as model and advisor as well as instructor. The concept of mentoring will be explored by students, faculty and alumni in order to strengthen the learning community in a small liberal arts college.

Wilberforce University, Wilberforce, Ohio 97
Continues to develop a unified pilot program that brings perspectives of three disciplines to the study of four societies. Integrates "community building" and skills work with a program to reduce attrition.

Wilderness Inquiry II, Minneapolis, Minnesota 98
Integrates disabled and able-bodied persons on canoe expeditions in the northern lake country of Minnesota to encourage personal growth and development of these students.

Wisconsin Foundation for Vocational, Technical, and Adult Education, Madison, Wisconsin 98
Continues to establish a consortium of district vocational, technical, and adult education schools. The project develops competency-based curriculum materials on film and videotape, reduces duplication and increases quality of programs.

WNET/13 - Office of Higher and Continuing Education, New York, New York 99
Continues to develop courses and refine an educational delivery system for adult learners at community and workplace learning centers in the New York metropolitan area. Combines the resources of open broadcast television, print materials, and the teaching and support staff of eight area colleges and universities.

Women, Inc., Dorchester, Massachusetts 99
Implements a self-education and pre-vocational program for minority women focusing on social, economic, and political institutions and their relation to individual identity. The project also strengthens basic analytical and writing skills, and prepares students for a vocational program.

Women's Community, Inc., Los Angeles, California 100
Continues to establish a Feminist Graphics Workshop at the Women's Building, a women's art school in Los Angeles. Teaches third-world, career-transition women and others graphics techniques, and makes women's voices public by producing and exhibiting multiple copies of their art.

Women's Educational Center, Inc., Cambridge, Massachusetts 100
Develops and packages for on-going distribution a film series on Black women artists. The series will provide curriculum materials for the emerging field of Black Women's Studies and supplement existing Black Studies curricula.

Women's Enterprises of Boston, Inc., Boston, Massachusetts 101

Plans a new curriculum and comprehensive specifications for an institution to qualify women for mechanical and technical occupations.

Women's Enterprises of Boston, Inc., Boston, Massachusetts 101

Continues to develop new strategies and programs to grant women access to technology education. The project works through a consortium of postsecondary institutions.

Women's Equity Action League Educational and Legal Defense Fund, Washington, D.C. 102

Continues to help women students to secure their legal rights to postsecondary athletic and physical education programs. The SPRINT project provides information, referral, and a toll-free hotline.

Worcester Consortium for Higher Education, Worcester, Massachusetts 102

Continues to lay the institutional and curricular groundwork for a multi-institution Master's program in health-care administration. The collaboration involves five public and private institutions.

Working Women, National Association of Office Workers, Cleveland, Ohio 57

Designs and implements counseling and curriculum services for women over 45 in six to eight cities. The project focuses on job and retirement planning, and uses the services of community colleges and social service agencies.

University of Alabama
University, Alabama

Higher education is faced with the need for faculty to assume new roles in providing educational opportunities for adult learners. How can we expect current faculty who are already working to capacity to assume these new roles? What other alternatives could be tapped to provide these much needed resources? The University of Alabama New College has found one solution: retired faculty.

The New College, a nontraditional school within The University of Alabama, provides a means for over 400 learners from over 10 states to earn undergraduate degrees through the External Degree Program. After attending a brief orientation on campus, students plan an individualized, interdisciplinary program utilizing a variety of learning methods. Upon successful completion of degree requirements, the student receives a B.S. or a B.A. degree from the University of Alabama.

Two of the most frequently used methods for obtaining undergraduate credit are the out-of-class learning contract and prior learning (or credit awarded for experiences which have been evaluated as college-level learning). During the first year of this 2-year grant, retired faculty have been assisting External Degree students by supervising out-of-class learning contracts, by evaluating prior learning portfolios, and by advising students on a general basis. Over 14 faculty initiated out-of-class learning. Contracts have been developed by retired faculty and made available to External Degree students in the first year of the project.

One of the findings during the first year of the project was that very few colleges and universities in Alabama have organized retired faculty groups. Goals for the second year of the project include assisting retired faculty from other colleges and universities in Alabama to organize and develop ways to continue services to their institutions after retirement.

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University of Alabama/Tuscaloosa
Tuscaloosa, Alabama

The institutional prospects and problems faced by the University of Alabama are not unlike those of other state schools in the Deep South and, in some regards, in the nation as a whole. The enrollment of Black students, and particularly Black females, has been steadily increasing over the past 10 years. The percentage of Black faculty members is low and is actually declining in some divisions. There has never been a Black or Ethnic Studies program, and the institution has failed in providing an intellectual center for the academic lines of minority students.

The Women Studies Program and the Archive of American Minority Cultures of the University of Alabama are engaged in the first year of a 2-year project to develop, pilot test, and disseminate a course on the culture of Southern Black Women. This course will focus on the history, experience, and creative expression of Black women viewed in relation to their regional culture. In both development and implementation, the pilot course will concentrate on the discovery and analysis of previously uncollected and unexplored materials.

In the first year, researchers at The University of Alabama, working with a 6-member Advisory Board of Black scholars, will design and pilot test a model course. Information about the course and the second year of the project will be disseminated through brochures, curricular materials, and a 1-day workshop at the University of Alabama campus. Teachers in postsecondary institutions will be invited to attend.

In addition to the immediate impact that these courses will have on local campuses, the project is expected to have certain long-term benefits such as establishing a network among teachers interested in minority women's culture and in serving the needs of minority students. Beyond the 2-year period, comprehensive curricular materials will be available to teachers at cost, and copies of the class presentations prepared by students will be loaned on request to community groups in the region.

Project Director:

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University of Alabama/Birmingham
Birmingham, Alabama

Allied health training within Alabama is concentrated almost exclusively at the School of Community and Allied Health (SCAH), The University of Alabama in Birmingham (UAB). SCAH, housed administratively in the UAB Medical Center, is the largest school of allied health in the United States. It has eight baccalaureate level allied health training programs. Research indicates that a majority of Black students still get their baccalaureate degrees from traditionally Black institutions of higher education (TBI's). There are eight 4-year TBI's in Alabama, enrolling 15,743 students. One academic area not offered on most TBI campuses is that of allied health. That results in a substantial segment of the post-secondary learner population--namely minority students--missing this educational opportunity.

This is the first year of a 2-year grant. It is designed to expand the postsecondary educational opportunities of Black students enrolled in Alabama's TBI's through the development of a consortium arrangement between the TBI's and the School of Community and Allied Health, The University of Alabama in Birmingham. The consortium provides a mechanism for minority students to enroll in baccalaureate level allied health training programs that presently are not available on the TBI campuses. Sixty-four students per year benefit from the expanded training opportunities that are available through this consortium arrangement by the developing formal inter-institutional agreements to develop/implement curricula articulation, the developing of a counseling system, and the project's becoming an on-going part of SCAH.

The project will contribute to the broadening of career options for Black students by expanding the curricula within the TBI's at no cost by allowing SCAH to serve as an extension of the TBI campuses. This cost-effective approach will result in an increased number of minority allied health professionals.

Project Director:

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American Assembly of Collegiate Schools of Business
St. Louis, Missouri

Accrediting agencies evaluate quality of educational programs through the use of surrogate criteria which traditionally evaluate input and process variables, such as proportion of faculty with doctorates, admission standards, and curriculum elements. AACSB wants to develop a methodology for measuring the outcomes of the business school educational process in order to be able to supplement or replace current accreditation standards with criteria that are more closely related to results. AACSB is a private, not-for-profit, specialized accrediting agency which offers accreditation at both the baccalaureate and masters levels.

This is the first year of the second stage of the research project which focuses upon assessing 1) the extent to which output variables can be measured by techniques that are cost effective, 2) the degree to which output standards for accreditation are seen by students, faculty, and the business community in general as appropriate measures of quality, and 3) the extent to which the business school experience contributes to the amount of the output variable possessed by its graduates.

Several of the cognitive and non-cognitive qualities identified in the first phase are being evaluated with instruments either created for this research or adapted to this purpose from instruments used in industrial settings. In addition, a methodology is being developed for assessing the extent to which a business school experience contributes to the levels of knowledge, skills, etc. possessed by its graduates; i.e., to measure the value added.

If outcome measures can be developed and implemented, AACSB will attempt to develop accredited procedures which evaluate directly the quality of business school graduates. The direct impact will be felt by the more than 215 institutions with business programs currently accredited. In addition, the work may serve as a model for other disciplines that desire to maintain high standards of quality among graduates and need to assess the extent to which their schools meet those standards.

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American Association for Higher Education
Washington, D.C.

Current conditions in higher education raise important questions about the future vitality of the academic profession. Diverse, inadequately prepared students, restricted support services, and diminishing monetary rewards all threaten the quality of academic life. Declining opportunities for interinstitutional mobility have virtually eliminated a traditional means of academic career growth. These trends run counter to new evidence that ongoing change and a sense of progression are necessary elements of adulthood. In order to preserve the enthusiasm and initiative of mid-career faculty, it has become necessary to identify alternative methods of professional renewal (development, growth).

The American Association for Higher Education is a national association of individuals dedicated to improving the quality of higher education. With a 1-year grant, AAHE is conducting a nationwide investigation to address the issue of mid-career faculty renewal. The purpose is to identify policies and practices which expand the career options of college professors. Programs which encourage faculty to assess their career direction (development) are being studied. The investigation is also examining projects which prepare faculty for new or revised roles in higher education institutions or nonacademic settings.

A report titled College Faculties at Mid-Career: New Options will result from the study. It will analyze issues critical to academic mid-career renewal and provide descriptions of representative renewal initiatives. The end product will offer a "state-of-practice" overview of efforts to make the academic career more responsive to individual and educational needs. The report will also present concrete guidelines for institutions seeking to enhance the development of professors in mid-career.

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AASCU
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The definition, evaluation and improvement of "equality" in baccalaureate programs most often focus on departmental inputs and student knowledge outcomes in separate fields, with too little attention to key cross-disciplinary thinking skills: communication, analysis, synthesis, quantification, and valuing. As state colleges and universities sought better ways to be effective, AASCU's Resource Center for Planned Change studied the issue with its network of senior academic officers of AASCU campuses. They developed an institutional process to define and evaluate the neglected generic skills dimension of academic quality.

The Academic Program Evaluation Project tests the five-stage process at 10 AASCU schools: Ball State University, California State University/Chico, North Adams State College Ramapo College, SUNY/Potsdam, Southern Illinois University/Edwardsville, University of Nebraska/Omaha, Wayne State College, Western Carolina University, Western Kentucky University.

For APEP's second of 3 years, campus committees have already completed local definitions (Stage I) of four or five thinking skills (valuing is optional); these were reported in the Resource Center's periodical ALTERNATIVES (July 1980). Specification of measures for each skill (II) and design of a program evaluation (III) are the basis for this year's assessment of student skill levels and selected program inputs, to be followed by evaluation of findings (IV) and consequent policy decisions (V).

APEP's final product will be a 10-part case study of how well the model worked in answering each institution's questions. The Resource Center will also soon publish its guidebook, A PARADIGM FOR ACADEMIC PROGRAM EVALUATION. About 15 other AASCU members are already in a Consortium sifting APEP's experience for their own reassessments of program quality. The best results may come because many faculty and administrators find pleasure in pooling their different perspectives to think together about thinking. APEP's process has shown the potential to recharge the intellectual environment of institutions of higher education.

Project Director

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American Council on Education
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Although colleges and universities have been addressing the needs of unemployed, disadvantaged persons served by the Comprehensive Employment and Training Act (CETA) since 1974, very little is known about what these institutions are actually doing for CETA clients and how effective these postsecondary efforts have been in preparing CETA clients for jobs. The effective utilization of postsecondary resources by the CETA system requires thoughtfully developed coordination and collaboration between higher education and the CETA system on the local, state, and federal levels.

The American Council on Education, an independent, nonprofit education association, is a major coordinating body for postsecondary education. The Council is examining college and university programs and services funded under CETA for unemployed, disadvantaged individuals. During the first year of a 2-year grant the Council and a national advisory committee are examining how postsecondary institutions serve the range of target groups under various CETA titles with program contracts from local and state government, prime sponsors, and Governor's CETA offices. The Council and the advisory committee are identifying and examining the prominent barriers and key issues involved in postsecondary-CETA relations. The range of instructional services provided to CETA program participants by colleges and universities are also being identified and studied.

In the second year of the project, the Council will disseminate information collected during the first year, develop CETA resource networks among colleges and universities nationwide, and provide technical assistance and support services to postsecondary institutions and CETA agencies.

The anticipated outcomes of the project will be to improve the effectiveness of CETA client programs operated by colleges and universities and to develop more effective coordination between postsecondary education and the CETA system.

Project Director:

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American Council on Education
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Senior Associates, highly qualified and respected administrators in or near the early years of retirement, will represent ACE's Office of Women in working with key persons in the National Identification Program--state coordinators, planning committees, and state and national panelists. Senior Associates will serve as mentors and role models to women and extend the capability of the Office to seek positive institutional change.

The National Identification Program, begun in 1977, is designed to increase the recognition, acceptance, and promotion of highly-qualified women administrators. The project is the central effort by which the Office of Women addresses its primary goal of advancing women in academic administration. All aspects of the program include Black Hispanic, Native American, oriental and white women.

An overriding principle of the NIP is to get each person--state leader, national leader, or woman administrator--to assume individual responsibility for the advancement of women in leadership roles in higher education. In the first year of this 2-year project, Senior Associates, drawing upon their extensive experience, personal expertise, and wide acquaintance with educational leaders, will contribute to the implementation of this goal.

The proposal to use senior persons as agents of change for administrators is uncommon in higher education. This program may well suggest yet another effective means of rebalancing the distribution of other underrepresented groups in higher education.

Project Director:

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American Indian Higher Education Consortium
Denver, Colorado

The AIHEC colleges are young, developmental and small, and of our 17 colleges, only two are accredited and six are presently candidates with the regional associations. The other nine colleges, constituting the majority of our institutions, need special assistance in preparing for accreditation status. The Tribally Controlled Community College Assistance Act, P.L. 95-471, enacted October 17, 1978, requires that a college, to be eligible, must be accredited or must be making reasonable progress toward accreditation, i.e., at least a candidate for accreditation. To prepare these colleges to be able to participate in the Act, the AIHEC Board of Directors has made accreditation a priority in terms of staff functions. AIHEC is a jointly-sponsored effort on the part of its member colleges to provide a direct mechanism for facilitating access to resources needed for their continued development.

AIHEC staff works to provide necessary technical assistance through such functions as the provision of training, support services, resources identification, and general advocacy. As a consortium of like institutions, and the only organization specifically charged with Indian community college development, the AIHEC has access to information, resource persons, and data that can be shared among our colleges. Recently, a membership review was completed which assessed and compared the development and "vitality" of individual colleges, as well as identifying specialized talents at each college that may be applied to other colleges. To serve the nine "pre-candidate" colleges under this project, a process utilizing a complementary evaluation and planning format will be utilized to move those colleges toward becoming candidates for accreditation. This project is operating on the second year of a 3-year grant.

The result of this project will enable the nine AIHEC colleges to successfully achieve candidacies for accreditation status.

Project Director:

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American Institutes for Research
Washington, D.C.

The complex language and organization of legal documents places an intolerable burden on all of us. Legislating change is not sufficient; law students must be taught how to write clear, understandable legal documents. Many law schools want to improve their curriculum in legal writing, but they have neither the resources nor the skills to do it themselves.

The American Institutes for Research (AIR) an independent, non-profit research institution, has been developing curricula to teach clear writing to undergraduate schools and in workshops for government lawyers. The Document Design Center (DDC) at AIR is staffed by linguists, writers, and a lawyer, all of whom specialize in clear writing in public documents.

As a logical extension of this work, the DDC is working with law professors from five law schools: U. California/Davis, U. Michigan, Howard U., U. Maryland, and Hamline Law School. This is the first year of a 3-year project. We are now surveying writing instruction in law schools, diagnosing law students' problems in writing, and beginning to develop the curriculum. The law professors and AIR's clear language specialists develop drafts of course materials and exercises that relate to specific first-year law school courses. The professors try out the materials in their classes and suggest revisions for AIR staff to make. Joint planning sessions allow us to meet individual needs while developing a curriculum that can be used in most law schools.

This project should substantially improve the teaching of legal writing in law schools. As most law school professors who teach writing are not experts in the subject, we will create detailed materials and a teacher's manual for them. And as much of the problem with law students' writing is a result of emulating poor models, our materials and exercises will teach them to recognize poor legal writing and provide them with guidelines and better models to follow. Because this is a collaborative project--between law professors and experts in clear writing and curriculum design--the materials we jointly develop are likely to be adopted by a great many law schools in the U.S.

Project Director:

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American Management Association
New York, New York

Some people believe that the MBA curriculum actually provides little help toward becoming a superior manager. The MBA stresses knowledge while research indicates that managerial success is gained through certain skills.

The American Management Association is in the second year of a 2-year project to start a Master of Management (MM) degree program. It is AMA's objective to overcome deficiencies of existing graduate management programs with a competency based criterion-validated program. The AMA Manager Competency Model is the result of 5 years of research on 2,000 managers which led to the identification of 18 generic skills competencies causally related to superior job performance. Only private sector mid-level management positions are encompassed by the program.

Skill is the ability to demonstrate a set of specific related behaviors. As a consequence, the AMA Program will use "learning by doing" teaching media, i.e. role plays, simulations, leaderless groups, in-baskets, and so forth. Five faculty who are skilled in teaching to specific behavioral objectives have been recruited. The faculty, all of whom have Ph.D.'s and have been managers, have taken a 6-week training program to learn to teach the skill competencies.

Students entering the program are assessed fo for entrepreneurial, intellectual, interpersonal and maturity skills and knowledge, and given credit for all competencies possessed. Individual learning plans are developed for competency acquisition and may include any learning experience the student elects. Students must be currently-employed managers, as much competency acquisition and documentation will be done on the job.

Eventually AMA will offer the program nationally. We would also like to help other institutions adopt it.

Project Director:

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Appalachian State University
Boone, North Carolina

Since the late 1960's developmental education has been one of the most rapidly growing fields in higher education. Programs to serve the underprepared college student have proliferated on campuses throughout the United States. Unfortunately, while programs have expanded, opportunities for program personnel to receive training have not.

The Institute for the Training & Certification of Developmental Educators, Appalachian State University, represents an attempt to provide this needed training to professionals in the field of developmental education. Now in the first year of a 2-year grant, following a pilot project carried out in the Summer of 1980, the Institute provides an in-depth, 4-week, residential summer training program combined with a practicum experience carried out on participants' home campuses.

Those who participate in the Institute's summer session receive extensive training in instructional development, counseling and intervention, management, and evaluation of developmental programs. This training is conducted by outstanding practitioners in the field who are retained as consultants to the Institute's summer session.

Upon completion of the summer session, participants return to their home campuses and implement a program development project based upon the summer experience. These projects are supervised by Institute staff who serve as consultants and provide some on-site assistance to participants. Upon completion of the program development project, participants may be certified as "Specialists in Developmental Education."

The Institute will serve about 45 persons each year and it is anticipated that these individuals will return to their home campuses and implement innovative projects in developmental education. Information about the most successful of the implementation projects will be disseminated in a special issue of the Journal of Developmental & Remedial Education.

Project Director:

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Arizona State University
Tempe, Arizona

The administration of student financial aid has become more complex in recent years. As a greater proportion of students come to depend upon some form of financial assistance, decision-making in the campus student financial aid office will have an increasing influence upon the realization of the goal of equal access.

Arizona State University, an urban campus of 37,755, is continuing to experience a rapid rate of growth. In addition, the proportion of students who are from an ethnic minority group and/or are economically disadvantaged is increasing. Currently, students who are among the first to apply for financial assistance have the best chance to receive an award, but disadvantaged students, often apply late or submit application forms which are incomplete or incorrect.

To solve this problem, ASU is constructing a computer model for a more equitable distribution of financial aid. Histroical data are being collected and assembled into an experimental data base. Computer software are being developed which have both projection and simulation capabilities. The software will then be pilot tested at Arizona State University and field tested at other selected universities, colleges, and community colleges. Finally, the model will be revised, retested, and made ready for general distribution. This is the first year of a 3-year grant.

The computer optimization model will make possible improved decision-making with regard to the distribution of student financial aid funds in several ways: 1) maximize the total award dollars within fund category, 2) provide periodic estimates to student-applicants regarding the likelihood of receiving an award, the approximate time at which the decision will be made, the type of award, and the probable amount, 3) estimates of future demand by category of student, 4) service level measurements by category of student, and 5) simulation capability.

Project Director:

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University of Arizona
Tucson, Arizona

With the recent rise in consumerism, it has become increasingly critical to measure the competence of physicians and ensure quality health care. As the only medical school in the state, the University of Arizona has a large commitment to educate physicians in training (residents) and those already in practice and ensure their competence. Unfortunately, the content of many Continuing Medical Education courses lacks relevance to the practicing physician. Evaluation of the components of clinical competence suffers from inadequate standardization and objectivity.

Over the past 5 years, the investigators have used patient instructors (PIs) to evaluate interviewing and physical examination skills of medical students. PIs are non-physician community residents who have been highly trained to function in the multiple roles of patient, teacher, and evaluator of physical diagnosis skills using their own bodies as teaching material.

In the first year of a 3-year grant, the role of the PIs will be expanded and used as part of an integrated approach to evaluate the entire clinical encounter including interviewing and physical examination, interpretation of simple diagnostic and laboratory studies, recording data on medical records, and the development of patient assessments and management plans. PIs will be selected and trained to portray common medical problems.

The investigators hope that this program can be used as an objective and valid method of certifying the competence of graduating residents and practicing physicians. Methods developed in medicine will be adapted to evaluate the competence of other professionals, e.g., lawyers and school psychologists.

Project Director:

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Artists Foundation
Boston, Massachusetts

Currently, the number of art school graduates entering the labor force each year far outnumbers the job opportunities in art which are available to them. A disproportionate number of artists suffer from a lack of knowledge about the job market and about alternate career paths which are available to them, and as a result, many of them settle for low-salaried, dead-end "secondary" jobs, seek public assistance, and/or drop out of their chosen art field.

The Artists Foundation, Inc., a public, nonprofit organization designed to assist individual creative and performing artists, has developed and refinded a professional management business skills curriculum for artists. The program provides artists with much needed training in business and marketing skills and with practical, useful information related to specific art professions.

In order to reach artists at the formative stages of their development, the Artists Foundation will expand this program for use in art departments and art schools. A curriculum, specifically tailored for art students, is being developed and tested in the first year of this 3-year grant. In subsequent years, this pilot project will be expanded further to develop programs for training teachers and to provide student practicums. Finally, a dissemination plan will be developed and implemented.

When completed, it is hoped that the program will have 1) provided art students with the skills needed for professional development, 2) will disseminate a cost-effective program for professional development which can be used nationwide, and 3) will insure the development of art students with the skills to navigate the job market in a variety of art-related professions.

Project Director:

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Association of American Colleges
Washington, D.C.

PSEW, founded in 1971, is the oldest national project dealing with women in academe. It identifies problems and issues concerning women in academe and recommends strategies for their resolution; acts as a liaison between institutions, women's groups and the federal government; monitors federal legislation; and publishes a quarterly newsletter, On Campus With Women.

While many overt barriers to women's educational equity have fallen, one of the most important issues currently affecting women postsecondary students is the educational climate in the classroom, particularly ways in which faculty may treat male and female students differently and thereby subtly (and often inadvertently) undermine women's confidence in their academic ability, lower their academic and occupational aspirations, and inhibit their learning. This area has been virtually unnoticed by those who work on faculty development.

Under its 15-month grant, PSEW is developing a report identifying overt and subtle faculty behaviors--both verbal and nonverbal--which may have such effects. PSEW is surveying its own extensive files and past and ongoing research, contacting knowledgeable individuals, and publishing a "Call for Information" in its newsletter. A seven-person committee will guide the development of the report.

The paper will increase faculty and student awareness of specific behaviors and offer strategies for change, thus decreasing adverse impacts of current classroom climates; provide direction for faculty development programs; and indicate areas for further research. Written by Staff Associate Roberta M. Hall, the report will be sent to PSEW's list of over 15,000 faculty, administrators, educational organizations, federal decision makers, researchers, and the educational and general press, as well as to a selected list of persons active in faculty development. Subsequently, PSEW will evaluate how the paper was used. The report will also be available on request.

Project Director:

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Beacon College
Washington, D.C.

Among the people least well served by postsecondary education are those who seek to change society, especially by working through community/neighborhood organizations.

Beacon College, (formerly Campus Free College) an innovative private, non-profit institution operating nationally, was founded in 1971. It has a special commitment to serve those who would use higher education to address issues of personal liberation and social justice. In conjunction with local sponsors, Beacon College is developing degree programs to serve community and neighborhood change agents. This is the second year of a 3-year project.

Under the guidance of an advisory panel of scholar-activists, Beacon College is defining the critical content of new academic disciplines important to community organization management, community economic development, community education, and community-based service delivery, institution building and self-help. An inventory of learning resources valuable to such areas of study is also being prepared.

Actual degree programs are hosted by local organizations around the nation. During the first year, a pilot project was begun in Washington, DC. Two new sponsors are beginning during the second year. The project also establishes a resource center to serve students, community organizations, and scholar activists. In addition, a university task force is exploring the present status of curriculum areas serving community organization and development.

Over the 3 years of activity, the project will serve community/neighborhood activists as AA, BA, and MA students. It will also assist them to become more effective change agents through personal and professional development. It will improve upon the "state of the art" of community organization and upon postsecondary education's ability to serve this field.

Project Director:

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Bibliographic Center for Research
Denver, Colorado

The need for information continues to grow at least as quickly as the amount of information multiplies. Increasingly, bibliographic information is stored in computerized databases which require special expertise for their use. "Searching" involves identifying and retrieving from these data-bases, lists of documents (especially journal articles), on a given topic. Not enough people know how to search the computerized bibliographic databases. The present methods for training searchers are inadequate because they require time away from work; they do not provide enough drill and practice time; they do not provide back-home support; they do not provide the constant updating needed by searchers; and they do not facilitate ongoing interactive relationships among searchers.

Because of these drawbacks, alternative and/or supplementary training methods are needed. To meet this need, computer-assisted instruction will be offered to trainees at their workplace and will be followed up with a tutorial system in which trainees are linked, terminal to terminal, and telephone to telephone, to experienced searchers who can give them information, support, and aid in searching. During this 1-year project, comparisons will be made between these techniques and the traditional workshop method of training.

If the new training method and follow-up technique prove effective, BCR will integrate them into its training program, which has trained more than 500 searchers since 1975. The BCR mission is to help the Region's libraries provide better service through the sharing of resources, including the most modern in library technology. The introduction of computer-assisted instruction may increase the number of trained searchers; augment libraries' ability to provide literature search services; inspire other computer-dependent organizations to inaugurate such methods; and generally strengthen technological development in libraries and other kinds of institutions.

Project Director:

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Black Career Women, Inc.
Cincinnati, Ohio

Black Career Women, Inc. (BCW), a profit-making organization, is attempting to respond to the needs of Black women in the work force in areas of professional development and career advancement. Limited information and support services specifically relate to the barriers that Black women face as they realize upward mobility. Black women in management or management trainee positions are often isolated and have few role models. Most activities that have been developed for women in the work force address issues faced primarily by majority women. Yet, Black women face dual discrimination by virtue of their race and sex which causes unique pressures and establishes unusual barriers which they alone must overcome.

BCW's activities will include: 1) establishment of an office servicing the Cincinnati area and outlying areas; 2) provision of professional services in areas of job preparation and placement; 3) contact with community providing data to concerned women about various position openings, working on skill development and maintenance to ensure them of obtaining advanced career opportunities; 4) provision of services in a centrally located office during regularly scheduled hours, with built-in flexibility to accommodate schedules of working women; 5) documentation of all segments of work to determine effectiveness of part-time team concept; 6) publication and distribution of newsletter and other related materials; 7) attendance at business conferences and workshops enabling staff to broaden their areas of expertise; 8) expansion of program to develop a larger network nationally as well as locally. This is the first year of a 2-year program.

Ultimately, the project will create a local network of Black career women who share a common analysis of their problems as managers and strategies and skills for improving their situations. In addition, Black Career Women will stimulate similar groups to form in other cities with an end to creating a national network of Black women managers.

Project Director:

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Boricua College
New York, New York

Higher education has faced difficult social tensions in recent times: the social issue of open admissions and equality of access as well as questions concerning the relevance of education in serving the contemporary needs of students.

Boricua College, a non-traditional liberal arts college founded in 1972, is the first 2-year college in the United States designed to meet the educational needs of Puerto Ricans and other Spanish-speaking people. These are students who are otherwise unlikely to continue their schooling. Many are older than the usual college age. Many are not fluent in English. Many have extremely low incomes and must support a family. As a result, a large percentage of those who start their college work do not complete it.

Boricua College is developing a comprehensive educational internship program for its students. Specifically, around 200 students work a minimum of 6 hours a week in human service or business administration as part of their educational program. The practical value of this experience is comparable to that of the internship of medical students, the field placement of social work students or the practice teaching of education students. The internship meets educational and financial needs simultaneously, for, without it, many of the students would not be able to continue their education at all or else would face conflicting demands in the employment and education arenas, would risk academic failure as a result, would perform poorly, or would delay by half the time of getting their degrees. This is the third year of a 3-year grant.

This program will enable participants to be full-time students and will assist them in integrating their practical experience and theoretical learning. It will also prepare them for future employment in line with their career goals. While designed particularly to reach out to adult, low-income, Spanish-speaking students, the internship has potential value as a practical educational tool for students of all ethnic backgrounds, all ages and all levels of income.

Project Director:

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Brigham Young University
Provo, Utah

There is a growing urgency, indeed national concern, over our decline in foreign language and international studies. This concern is due in part to a recent report from the President's Commission on Foreign Language and International Studies. The Commissioner's report recommends increased federal and state funding for second language instruction and as a result many universities and K-12 schools are reevaluating their stance on language requirements.

However, the process historically used to teach a second language needs to be examined in light of new technology that can provide a method for mass-production of truly exciting interactive, individualized instruction. This mass-production process is possible because of two new technologies--the optical videodisc and the micro computer--that can now be combined to provide a new delivery system with full color and two track audio, using a two screen display.

The McKay Institute of Brigham Young University has developed interfaces and programs to demonstrate this new delivery system and have already pressed one videodisc. Two additional videodiscs have been partially scripted. In its first year of a 2-year grant, this project will create one videodisc to teach Spanish in a highly interactive mode and in the second year one to teach English as a Second Language. These two videodiscs will be tried out in regular classes on campus and will be evaluated against other methods of teaching. If instructionally successful, the videodisc-micro computer delivery system can greatly enhance the quality and appeal of the language programs of the future.

If the initial programs can be widely demonstrated, interest in the techniques used will motivate the formation of user groups that can design and distribute thousands of copies of each disc very economically.

Project Director:

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Brooklyn College/CUNY
New York, New York

Recently many colleges and universities have added peer tutoring to their undergraduate writing programs, because they have discovered that it can personalize education in the face of increased teacher-student ratios and institutional expansion. The Brooklyn tutor training program was devised to enhance the postsecondary education of tutors in such programs by improving their writing and judgmental skills.

Brooklyn College now offers college and university instructors a 5-week summer institute on how to teach tutors so as to achieve these educational goals, and also insure a high degree of competency in the tutors' work. Institute fellows take two seminars. In one, they go through the process of collaborative learning that tutors go through in the Brooklyn training plan: they write essays and peer critiques of each other's writing, and examine the critical and social processes involved in developing judgment in writing. In the other seminar, fellows learn some of the basic principles and practices of social group work, such as handling the conflict of authority and intimacy, mediating, making demands, and guiding groups through the "phases of work."

Fifteen fellows each summer will return to their campuses to teach up to 40 tutors each year, and also, through local internship workshops, to affect the way tutors are taught in neighboring institutions. This is the second year of a 2½ year grant.

Project Director:

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Brooklyn College/CUNY
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Intervention is required that will influence teenage females to invest in postsecondary education. The high school years are years of decision. A teenager's career options are strongly influenced by the personnel and practices in the high school. Women's Studies courses are a significant form of intervention whose impact in the high school has not been tested. The School of Education and the Women's Studies Program at Brooklyn College, a 4-year public college, in collaboration with John Dewey High School, developed a teacher training program in order to impact on adolescents, recognizing that the vitality of the college depends on recruitment among minority adolescents.

The first year of this 2-year project was the planning phase with development of instructional materials, lesson plans and bibliographies in English, Social Studies, and Modern Languages. Course content included textbook analysis, Title IX, vocational and guidance counseling, and other aspects of sex role stereotyping. The planning phase culminates in a month-long teacher training institute in 1980 which will be repeated in Summer 1981. Each Institute will enroll 40 participants.

The Institute trains each participant in integrating recent scholarship in women's studies into the curriculum. Innovative methodologies will be taught. The program fosters opportunities for independent work through a three tiered arrangement of study including lectures, small group discussion and team workshops.

During this second year of the Institute, onsite visits will be made to teachers in order to consult on the implementation of the new curriculum. Weekly study sessions will be held at Brooklyn College.

Teachers who are trained in women's studies will return to their schools sensitized to the way in which sex biased educational materials and practices limit the occupational aspirations of young women.

Project Director:

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California State University
Chico, California

The Rehabilitation Act of 1978 requires that all of this nation's colleges receiving public monies open their doors and programs to students with disabling conditions. Growing numbers of students challenged by physical, emotional, sensory or learning handicaps are entering higher education systems. Efforts are now being made on compuses to make facilities and services accessible to handicapped students. Problems arise in the campus environment in that the majority of professors, instructors and service personnel have had little or no experience or training in dealing with the educational needs of the student with a disability.

California State University, Chico, a 4-year public college, is taking a major step toward providing the needed training program that will give postsecondary personnel the skills, sensitivity and knowledge to adequately serve the disabled student population.

In the first year of a 2-year grant, the project entitled "Model Training Materials on the Special Needs of Disabled Students for Postsecondary Faculty and Staff" will develop a program that will be flexible to meet the training needs of various types of personnel at a variety of campuses. The training program will utilize color video tapes and instructional booklets combined with learning experiences, simulations, and practical assignments.

The program will provide training in the following areas: 1) Introduction to the students with disabilities, 2) Communication alternatives, 3) Instructional adaptations, 4) Support services adaptations, 5) Resources and educational assistance availability.

The development of a model training program and dissemination strategy for California will enable the postsecondary community of faculty and staff to more effectively and efficiently deliver educational instruction and services to disabled students. The results of this project will be disseminated nationally, and the potential impact for quality of educational services to every disabled individual is indeed great.

Project Director:

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University of California/Berkeley
Berkeley, California

Beginning math and science courses are frequently a source of difficulty for entering minority college students, but these subjects must be mastered if a career in the sciences is being contemplated. Traditional methods for strengthening the math skills of such students rarely succeed in meeting the educational needs of all students who participate, and low grades and high dropout rates are all too often observed.

The University of California, Berkeley, via its Professional Development Program (PDP), has operated a pilot workshop which has dramatically improved the grades and the persistence rates of participating minority students over those observed among non-workshop participants. Help is provided through a workshop in which students obtain instruction, sympathetic and knowledgeable academic and personal counseling, intensive study in a peer group, and aid in threading the bureaucratic maze which frequently characterizes large, urban universities. Workshop participants have earned higher grades in first-year math and sciences courses on the average than the mean grade for all students enrolled in these courses. Sections of the workshop are organized for students enrolled in basic cources in mathematics, chemistry, physics, statistics. and computer science offered in the first 2-years of study.

In the first year of a 3-year grant, the workshop is being expanded and diversified. More students are to be served by the program and more courses will be included. Plans are being made to collaborate with the Women's Center and the campus chapter of the Society of Women Engineers. It is expected that at the end of the grant period, appropriate campus departments and offices will assume the functions of the workshop as part of their normal institutional work. Finally, an effort is being made to disseminate the program and plans are underway to establish a workshop at UCLA during the 1980-81 academic year.

Project Director:

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University of California/Chicano Studies Research Center
Los Angeles, California

There is a poverty of resources available in Chicano studies nationally. Reading materials for use at the college level are sparse and the quality of existing materials is questionable. Now and in the future, ethnic studies programs will suffer the consequences of not having quality instructional materials. The Chicano Studies Research Center can provide for this critical need and contribute to the well-being of Chicano Studies programs and social science course work by utilization of the collective scholarly resources of faculty, students, and university staff to generate materials on Chicano Studies.

The Chicano Studies Research Center will stimulate interaction among prominent scholars, faculty, students, and staff through the implementation of symposia and workshop seminars in specific disciplines focusing on Mexico-United States relations, Chicano history, literature, and education. During the first year of a 2-year grant, internationally known scholars will be brought from Mexico and the United States to generate and present materials dealing with Mexico-United States relations. The critical exchange of ideas and the utilization of a network of diverse scholars from different parts of the country and abroad, will allow for a meaningful exchange of both quality and scope.

An advisory council, composed of faculty, scholars, and students will discuss and evaluate the current and proposed method and materials of instruction. In January 1981, the scholars, the Advisory Council and invited guests are meeting for a symposium to exchange ideas and make recommendations.

Upon refinement and completion, the scholars will present their findings at a second symposium open to the public and scheduled for April 1981. This meeting will ensure a wider hearing for the materials and provide a valuable forum for critical feedback and dialogue. The Chicano Studies Research Center, which has undertaken the responsibility for publication of the materials into a Reader for the postsecondary level, will publish and distribute the materials.

Project Director:

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University of California/Irvine
Irvine, California

Public understanding of science is an important need in our society; everyone is affected by science and should understand the nature of scientific knowledge. University science departments recognize the problem, but they work with only a small percentage of the population. Public libraries and science museums also aid with understanding science. The use of interactive computer programs, individualized learning material available from personal computers, has great promise in providing access to science.

The project, a 2-year effort in its second year, is developing and evaluating computer-based learning modules. The modules are for a wide range of users in public environments such as public libraries, shopping centers, and science museums. The material considers the nature of scientific theories or models, how theories are created, and how theories are judged. The learner always plays an active role.

The computer materials are developed using the production methods of the Educational Technology Center at Irvine. Two of three experienced teachers develop the pedagogical specifications. Designers and programmers transform these specifications to running programs. These modules are used in several cycles and are revised after each use. In addition to the usual evaluation approaches, the computer saves unanticipated responses and statistics on use. Inexpensive personal computers will be used for delivery.

After the modules have been prepared and evaluated, they will be offered to libraries, museums, and public places in all parts of the country. It is likely that initial distribution will be through CONDUIT. Several publishers have indicated a strong interest in distribution. As small computers are more and more available in homes, the materials will be distributed for home use.

Project Director:

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University of California/Santa Barbara
Santa Barbara, California

The University of California at Santa Barbara is a public university, granting both undergraduate and graduate degrees. The purpose of our program is to institute an interdisciplinary program in applied algebra based on a microcomputer laboratory, which will provide practical training in the application of mathematics to those enrolled.

This is the second year of a 2-year grant. In the first year, the microcomputer laboratory was established, and eight courses based on t this laboratory were instituted. Approximately 100 students in all are enrolled in these courses, and will spend a minimum of 2 hours a week working in the laboratory. In the second year the instructors for these courses will develop monographs and instructional materials, to be completed by the second year.

In this second year, we will continue to establish a number of internships for our students in local research and development organizations, as well as in the Federal Government, which will provide them with invaluable practical experience and make them of great potential value to their prospective employers. We will also make available the results of our experience to other institutions, as well as the monographs and instructional materials developed during the period covered by the grant.

Project Director:

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University of California/Santa Barbara
Santa Barbara, California

The problems confronting women re-entering the workforce or college study have only recently become the focus of national attention. Of particular interest are the problems faced by minority women re-entering college because they must resolve issues which are related to both their gender and their race.. These problems include: adjusting to the demands of academic life after long periods away from an academic environment, adjusting to the needs of the home as well as the classroom, becoming oriented to an environment that is culturally alien, and, in the case of the returning Chicana student, adjusting to demands of a culture that differs linguistically from the community of which the student is a member.

The University of California, Santa Barbara, has developed a modest but successful program designed to meet the needs of re-entering Chicanas--a program initiated by Chiana students with the aid of the university's Women's Center Re-Entry Program and the Chicano Educational Opportunity Program. In the first year of 2-year grant, this effort is being substantially expanded. Support is being provided to add a recruitment component, a Bridge Program which will focus on impacting survival skills to participating students, and a support services component which will provide counseling, tutorial, and cooperative child care services.

Although programs of this type are becoming increasingly more evident on the nation's college campuses, few have directly addressed the needs of this particular population. An extensive evaluation of the program and of the success of participating students is being planned in the hopes that its results will provide other institutions with useful data about how such programs may be implemented.

Project Director:

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Center for Career Alternatives
Seattle, Washington

The lack of knowledge about educational alternatives and career options is a major problem facing the youth and adult population in the Seattle area. This situation is exacerbated by the failure of local educational institutions and social service agencies to provide needed postsecondary educational and occupational information to allow for thoughtful and productive career decisions. Compounding this failure, Asian-Americans, women and other minorities appear to be channeled into programs based on stereotypes rather than actual abilities. Evidence supporting this theory is the absence of these groups in certain occupational areas and the high non-completion rate at local postsecondary institutions.

The Center for Career Alternatives (CCA), is a non-profit community-based organization. Specifically, CCA will provide a wide range of career information to 1,880 individuals of which 55 percent will be Asian-American; 20 percent will be parents of school age children, 5 percent will be contacted through specialized outreach at such places as correctional institutions, abused women networks, and grassroots organizations. Career counseling will be provided to 607 individuals and 266 will be placed into a postsecondary program. At the end of the 2-year grant, September 1981, 75 percent of the individuals placed will have successfully completed their program or will still be enrolled.

Our staff provides career information seminars, in cooperation with local public and private high schools, service agencies, churches, and community organizations. Included in the seminars is a slide show featuring all local postsecondary institutions and general career information. Additional services include career counseling, assessment, employment analysis, referral, placement, and follow-up.

The outcome of this project will be the enhancement of youths' and adults' abilities to choose appropriate programs for themselves; filling the void in non-traditional fields of study and reducing the dropout rate at local educational institutions.

Project Director:

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18 Center for Education of Non-Traditional Students
Minneapolis, Minnesota

Major attitudinal, financial, physical, and programmatic barriers limit access to post-secondary education for the vast majority of students who are severely physically handicapped. The Center for Education for Non-Traditional Students (CENTS), a private, nonprofit organization, has focused on helping individual disabled students overcome such barriers by providing counseling, advocacy, and support services. This approach, while crucial in meeting present needs, is neither efficient, adequate, nor cost-effective.

CENTS is developing conferences, workshops, publications, and consultant packages to help postsecondary institutions eliminate some barriers and provide direct, on-campus advocacy and remedy for others. CENTS sponsors a fall conference each year of this 3-year grant to increase awareness, share information, develop skills, and highlight model programs in the target area. The target area this second year is Minnesota, North Dakota, South Dakota, Iowa, and Wisconsin. The project will reach out to a national audience the third year. The Access Awareness Newsletter, which has the same goals as the conferences, is published quarterly.

To meet the most pressing accessibility needs, a comprehensive package of workshops, information packets, and program development assistance is available to help post-secondary faculty, administration, students, and staff adjust their programmatic, attitudinal, and physical structures to better serve handicapped learners. The materials developed by this project are designed to serve as a national model for sensitivity training and 504 compliance. A manual is being compiled to be used independently as an information source and facilitator's handbook for those institutions not able to schedule workshops facilitated by CENTS staff.

By helping providers of postsecondary education improve attitudinal, programmatic, and physical accessibility (and come into compliance with federal 504 requirements), this project will have a strong impact on present disabled students and will allow more handicapped individuals to seriously consider pursuing postsecondary education.

Project Director:

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Center for Field Research
Belmont, Massachusetts

Recognizing the scarcity of funds for basic research and the increased demands on traditional sources of such funding, The Center for Field Research began in 1973 to help fill the need. Working with EARTHWATCH, a national clearinghouse for citizen volunteers, The Center channels private funds to deserving scholars conducting basic research in the humanities and sciences. To qualify, the research must constructively utilize teams of volunteers in the field.

The volunteers who join Center-approved projects contribute to the costs and assist investigators in the field. This year over $700,000 and 160,000 volunteer hours will be donated by 1,200 volunteers to 70 scholars. For the scholar, being able to get funds, accomplish the field research, and ultimately to publish are an undeniable boost to professional advancement. For the volunteers, it's a firsthand chance to work with dedicated professionals in a wide variety of disciplines.

The FIPSE grant has enabled The Center to alert more eligible women and minority candidates to funding availability. While not identical, the two groups have suffered from many of the same constraints, have similar needs, and have common experiences securing research funding through traditional channels, finding professional positions, and making career improvements. The Center has the capability and the commitment to assist the research efforts of these qualified candidates.

This is the second year of this 2-year FIPSE project, which will continue on its own steam thereafter. The program has enabled us to get the word out to hundreds of institutions, networks and publications that serve minorities and women, to personalize recruiting techniques and to offer technical assistance to less experienced grant applicants. With all proposals undergoing the same review process, the number of projects directed by women and minority scientists has doubled in the first year.

Project Director:

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Central Washington University
Ellensburg, Washington

In an era of expanding opportunities in higher education, a time when barriers to the education of many groups are being brought down, higher education is still largely inaccessible to persons with learning disabilities (LD). Even with the advent of legislation mandating educational equity for all handicapped students (among which LD students are included), students with learning disabilities have been ignored by institutions of higher education.

Central Washington University has a history of commitment to programs in special education and to the expansion of opportunities for handicapped persons. In 1979 the University began to provide academic support services for learning disabled students which will be improved by the products of the HELDS project.

This is the first year of a 3-year project designed to achieve three purposes: First, the project is implementing a comprehensive program of academic support services designed specifically for learning disabled students but which complements existing academic support services for handicapped and nonhandicapped students. Second, the project develops a series of course "packages" which include curriculum modifications and approaches to teaching specific disciplines and courses to make the material accessible to learning disabled students. Finally, the project demonstrates a model program of awareness training which hopes to raise the level of awareness of learning disabilities among the total university community.

It is expected that the dissemination of the curriculum materials produced by the project will have nationwide impact in terms of making higher education more accessible to learning disabled students at a large number of universities which choose to adopt the materials for use in their classes. Many universities may also decide to adopt the model program of academic support services for learning disabled students as demonstrated by the project.

Project Director:

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Clark College
Atlanta, Georgia

Changing faculty roles in a new program can be observed as a result of non-traditional structures and procedures, primarily membership on a faculty team. Problems related to joint appointments and to adequate rewards for faculty in the program have also emerged.

The documentation of changes in faculty behaviors as a result of the reorganization of the freshman program is planned. All courses are housed in a division, students are placed in clusters of 100 each, and each cluster has a faculty team of five faculty in the areas of: mathematics, English, social sciences, science, and reading. There will be wide use of evaluation instruments and faculty will be studied based on the documentation of behaviors, and the responses of teachers to a questionnaire designed to elicit the responses to a wide array of areas commonly associated with teaching effectiveness. The data from the observations, evaluations by students, peers, and supervisors as well as from the questionnaire will be analyzed and a typology drawn.

The expected outcomes of this project will be to identify and describe the new teaching behaviors, and to develop a model for attracting, retaining, and rewarding faculty who teach in a freshman program by choice.

Project Director:

Betty S. McNair, Chairman
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Clark College
Atlanta, Georgia

Clark College, a traditionally Black 4-year institution, has a strong interest in improving the reading comprehension skill of its students, especially for scientific and technical material. This is part of the broader goal of preparing more minority students for scientific and technical careers.

To support this effort, the project starts with the view that technical reading and analytical reasoning are closely related, and is developing materials and classroom procedures for improving technical reading skill. Sets of exercises are being designed utilizing mastery learning and cognitive process principles. Some of the dimensions incorporated in the exercises are linear order, classification, geometrical description, and symbol substitution. The exercises progress from simple to complex, so students can maintain 85 percent accuracy. In addition, the effects of class size and thinking aloud are being evaluated. The program is in the first year of a 1-year grant.

The research is strongly supported by Clark's science faculty, and the findings should contribute to the academic success of Clark's science students, and to the teaching of reading for high school and college students entering technical courses of study at other institutions as well.

Project Director:

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CBFSEI
Washington, D.C.

In the last 15 years, community-based educational institutions have multiplied, particularly among low-income and disenfranchised communities where the established system of higher education has not been able to reach. CBFSEIs have emerged from within their communities and have survived against overwhelming odds, providing customized, learner-centered programs. Yet, despite their effectiveness, in providing genuine access to postsecondary education for their people, and their success in developing innovative programs suitable to their communities, CBFSEIs have remained outside the recognized mainstream of educational practice.

The Clearinghouse was organized in 1976 by 22 CBFSEIs to a) serve as a central coordinating agency for community-based educational activities; b) facilitate communication and exchange among CBFSEIs; c) provide technical assistance; d) develop resource development and dissemination projects; and e) promote community-based education. Today, there are 40 member institutions in 20 states. The Clearinghouse has been quite effective in fulfilling most of its objectives in each functional area, and is now in the middle of a second 3-year phase of development.

Fund support to the Clearinghouse will refine and expand the technical assistance functions aiming at strengthening CBFSEIs; help the development of appropriate quality standards for CBFSEIs; and help promote CBFSEI concepts and methods. We expect to serve directly 50-60 CBFSEIs and include about twice that number in special technical assistance projects. The major outcomes of this project include: stronger, more self-reliant CBFSEIs; greater recognition of and legitimacy for CBFSEIs; dissemination of information about exemplary CBFSEI approaches and structures, and greater educational opportunity for members of underserved communities.

Project Director

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Colegio Cesar Chavez
Mt. Angel, Oregon

Traditional education has produced a high rate of failure among Mexican-American students in Oregon. Statistics show that 55 percent of the Chicano students in Oregon do not graduate from high school. Failure in public schools, in turn, leads to disqualification from higher education.

As an alternative educational institution Colegio Cesar Chavez is dedicated to arresting this trend. Through its college without walls program the Colegio grants academic credit for documented and evaluated prior learning experiences.

The Colegio in the final year of a 2-year grant is developing a program to involve more adult Chicanas in the alternative educational process. Participants take classes in basic core areas as well as an introductory seminar. At the second stage of the program participants take a portfolio development class and begin the documentation and evaluation of their prior learning as homemakers and working adults. Lastly, participants design their individual degree plans on their educational goals.

Classes and workshops are held in participant homes and community-based locations. An advisory panel works with the staff and the participants and serves as a liaison with the community.

This program will enable participants to be full-time students. Participants will be able to identify and document their prior learning experiences and, with the acquisition of a B.A. degree, will have a greater opportunity for employment outside of the home. Participants who retain homemaking as their primary vocation will benefit from improved home management skills.

Project Director:

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College Entrance Examination Board
New York, New York

Hundreds of thousands of Americans are doing serious, sustained, significant intellectual work--without being professors. Among them are growing numbers of advanced graduate students in the humanities, and in the natural and social sciences, for whom there will be no faculty jobs. How might such Independent Scholars be helped, encouraged, supported, recognized, and utilized--for their own fulfillment, and so that they can make their unique contributions to scholarship, culture, science, and social betterment?

The College Board, a nonprofit membership organization composed of more than 2,000 educational organizations, through its Office of Adult Learning Services is, in the first year of a 2-year grant, surveying the needs of Independent Scholars and the current efforts to meet those needs. Persons and institutions interested in strengthening Independent Scholarship are being networked. A major national conference is being planned for the second year, to heighten awareness of the problem, share findings, and spur greater institutional responsiveness.

The three major outcomes will be: a national network of Independent Scholars and people concerned with helping them, a conference, and a publication to share findings and recommendations. Increasing awareness of Independent Scholars' contributions, and problems, is a major emphasis of the project.

Project Director:

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20 **College of New Rochelle**
New Rochelle, New York

Although one out of every five adults is enrolled in some form of postsecondary education or training, there are many others who would like to enroll, but hold back over concern about costs. Often those students who do enroll must constantly struggle to overcome the financial burdens posed by their continuing education. Many of these students and potential students qualify for financial aid, but are unaware of available funding sources.

This is the first year of a 2-year project which will attempt to reduce the financial burdens of the adult, full time working student by: developing neglected sources of aid; training financial aid counselors to utilize these neglected aid sources and honing their knowledge of existing aid programs; sensitizing all College personnel to the social and psychological needs of the adult student; accurately advising the student consumer of his/her financial commitment prior to registration; improving the student's access to and understanding of financial aid information and requirements; and finally, reducing the student attrition rate.

This project will result in a comprehensive financial aid information system expressly designed for the adult working student. To assure the successful implementation of this system, a comprehensive training program will be developed for financial aid personnel to equip them with needed skills and resources. In addition, both the training program and the information system will be documented and presented to other institutions of higher learning.

Project Director:

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University of Colorado
Boulder, Colorado

Education in the United States has failed to develop a method with which significant numbers of Native Americans can be brought into careers in the "hard sciences". In view of the relative excess of energy resources located in tribal lands, self-determination for this population has become more and more closely linked to success in this career area.

The University of Colorado at Boulder's American Indian Educational Opportunity Program (AI-EOP) has designed a 2-year pilot model to address this need in terms of the Native American population of Wyoming, South Dakota, Colorado, New Mexico, and Arizona. This region and its population are located squarely in the middle of the primary energy impact area.

Specifically, AI-EOP will recruit 35 high school sophomores and juniors from target schools within the region to attend a four week summer institute of intensive skills development relative to future science careers. Core curriculum shall consist of science survey battery, pre-collegiate math, expository writing, and reading comprehension. The curriculum shall be coupled directly to intensive academic, career, motivational, and personal counseling. Individualized tutoring is incorporated into the institute model as well as guest lectures by various Native Americans currently pursuing active careers in the sciences. Active follow-up by project personnel shall extend throughout these students' secondary academic careers and shall facilitate their entry into higher education.

Included in the recruitment schedule are workshops to be offered to counselors and teachers within the target schools. The function of these workshops is to develop an effective strategy to extend the institute counseling components directly into the schools in order to facilitate better service delivery to project students per se, as well as wider Native Americans student population. It is through this method that a true ripple effect is anticipated. This is the second year of a 2-year grant.

The results of this project are envisioned as being fully evaluated and compiled into publishable format within 6 months of completion.

Project Director:

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University of Colorado
Boulder, Colorado

In view of the relative excess of energy resources located in tribal lands, self-determination for the Native American population has become more closely linked to this people's ability to successfully provide scientists, engineers, and mathematicians from its own native population. Education for many Native American youth has failed to provide the necessary academic basis and experiential activities that encourage, motivate, or promote interest, much less competency, in the basic theoretical understandings and skills.

The University of Colorado at Boulder's American Indian Educational Opportunity Program (AI-EOP) has designed a 2-year pilot model to address these needs.

Specifically, AI-EOP will again recruit 35 high school freshmen and sophomores from target schools to attend a 4-week summer institute of intensive skills development relative to future science careers. Core curriculum shall consist of science survey, pre-collegiate math, exp[illegible]tory writing, and reading comprehension. Cooperation with government laboratories and private industry permits students to become involved in "on-the-spot" activities with scientists in the field. The curriculum is coupled directly to intensive academic, career, motivational, and personal counseling. Individualized tutoring is incorporated into the model as well as guest lectures by Native Americans currently pursuing active careers in the sciences. Field trips to various places engaged in scientific research or other appropriate endeavors further enhances the students' exposure to science as a viable career choice. Active follow-up by project personnel shall extend throughout these students' secondary academic careers and shall facilitate their entry into higher education.

Included in the recruitment schedule are workshops to be offered to counselors and teachers within the target schools. This grant is continuing into its second year. The results of this project, after evaluation, are to be compiled into publishable form so that the program may be replicated upon demand.

Project Director:

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Colorado Women's College
Denver, Colorado

Small liberal arts colleges have faced a decreasingly clear definition of purpose, method, and role in higher education. In particular, campus-wide learning models for women have not yet emerged. Experience-based education promises answers for both, but has not been widely used throughout a college learning program.

Colorado Women's College, a 4-year, private liberal arts college is developing its commitment to an effective educational model for women. This is the second year of a 2-year effort to implement curricular changes as a combined faculty effort of three colleges--Loretto Heights College, Regis College, and Colorado College.

The program helps faculty design and implement individual projects, all using an experiential model. Two workshops will be held to provide group efforts on the model and its use. Design critique and personal support will be provided through group efforts to document similar individual projects. A regional conference will be held to share the individual projects and ensure a sense of closure with the individual efforts. Structured journals will be kept to increase self-monitoring and provide a means of thorough communication. Program design--in particular the ongoing program evaluation--is a model of what we expect faculty to do in their courses.

This program will bring more challenging, rigorous, and values-related courses to students in the individual projects. Students will be more involved in self-designed learning projects, independent library study, shared responsibility for evaluation, and action projects in the local Colorado communities. While Colorado Women's College will be focusing on the most powerful educational models for women, the models will be relevant to all students.

Project Director:

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Commonwealth Association of Students Fdtn.
Harrisburg, Pennsylvania

The concept of consumerism is increasingly being applied to the field of postsecondary education, with students characterizing themselves as consumers of today's massive higher education industry.

Armed with case studies of students who have lost money and/or credit due to misleading, inadequate and false information, Pennsylvania's Commonwealth Association of Students Foundation is attempting to ensure student/consumers of certain rights such as due process, adequate grievance procedures and financial aid appeals mechanisms.

This project attempts to meet such needs at three selected model institutions in the Pennsylvania state college and university system with the results being passed on to the remaining 11 institutions in the system to promote the improvement of student rights and responsibilities.

At each of the three model institutions, a panel has been established to review all campus policies and procedures by which all matriculated students must abide. The project then goes one step further by evaluating the campus student handbook. This will ensure inspection and evaluation of all campus policies affecting students, as well as the manner in which such policies are packaged and disseminated. After this inspection, each panel's recommendations and changes in campus policies will be used to publish the up-to-date, comprehensive, student-oriented campus handbook which will be distributed, free of charge to students of the model campus.

The project is presently in the second year of a 2-year study designed to benefit 76,000 students; will guarantee that the students at the three model campuses will be afforded due process and adequate redress methods; will also provide students with a complete set of all policies, packaged in an easily read and easily obtainable publication. Incorporation of all this campus information in one handbook will be more cost-effective than the printing of several publications.

Project Director:

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Commonwealth Job Development Center
Hato Rey, Puerto Rico

The Puerto Rican low-income adults residing in urban public housing facilities have no flexible, free, non-traditional programs to serve their specific educational interests and needs. Achievement is difficult for low income students and they drop out of the educational system due to the rigid, prescriptive, and competitive selective character of formal institutions. Statistics in Puerto Rico show that out of every 100 students enrolled in first grade, only 37 graduate from high school and 11 from college. Our target population is part of that remaining 63 percent. The National Hispanic Institute (formerly the Commonwealth Job Development Center), a non-profit institution founded in 1968, has always provided services to disadvantaged populations.

Project DARE, now in its third year of a 3-year grant, is working within the community of Llorens Torres Public Housing Project with a sample of 30 participants. The average age is 23 and the average educational level is 10th grade. We are trying to discover with them a relevant educational model and are recording results for replication purposes in similar communities. Our departing point is the adult educational model developed by the Brazilian, Paulo Freire. We are dealing also with remedial education in order to have participants take and pass high school equivalency exams. We are registering progress in individual portfolios where each participant has an individual education plan. We have developed a Directory of Educational Services available free from local government agencies. And we also collaborate with 10 Clinical Psychologists on a part-time basis to deal with the mental health problems interfering in the educational process.

We expect to find cost-effective alternatives for providing educational opportunities for the adult low-income population of Puerto Rico who are unable or unwilling to enroll in available traditional education programs. The exploration, implementation, and evaluation process of different alternatives will be recorded and analyzed for dissemination and replication purposes. We also expect to initiate a dialogue with the employment sector to explore the feasibility of substituting "paper qualifications" for competency-based adult performance criteria.

Project Director:

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Conference of Small Private Colleges
Princeton, New Jersey

The effects of the "baby bust" may close as many as 300 colleges in the 1980's and 90's. With the closing of these colleges several billion dollars in assets may be lost to the educational sector and the lives of thousands of students, faculty, and staff will be disrupted. The Conference of Small Private Colleges is a national organization of almost 100 small colleges.

This project will provide ways for colleges to minimize the damage to the education of students by showing the alternative future uses for these educational facilities in a time of declining enrollment. The product of the project will be a handbook for college presidents and trustees to guide them through the maze of administrative, legal, and financial requirements which govern the adoption of an alternative corporate structure.

The project is currently in its first year of an 18-month grant. It will consider the creative use of bankruptcy, merger, reorganization, federation, and the assumption of pre-collegiate and non-collegiate functions such as a special-purpose foundation. Each option will be examined for the problems and advantages which they may present the college.

Project Director:

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University of Connecticut
Storrs, Connecticut

There is sufficient data which documents the serious lack of equal access to existing health resources and how profoundly this disparity impacts on the health status of America's ethnic minorities. This underrepresentation of ethnic minorities in the health professions has national prominence. Many more innovative approaches must be implemented to alleviate this unequal utilization of human resources in our health care delivery system.

The University of Connecticut, located in the eastern section of the state, is both a state University and a land grant college. The University's recognition of the urgent need to upgrade the quality of health care delivery systems in minority communities is reflected in its commitment to the Health Science Cluster Program (HSCP). The HSCP seeks to identify, motivate, recruit, and educate disadvantaged students interested in pursuing careers in the health professions. The program primarily services disadvantaged Black and Hispanic students, from Connecticut's major metropolitan areas. Selected trainees include high school sophomores, juniors, and seniors. Training consists of rigorous course instruction in Reading/ Language Skills, Mathematics, Physical Science, Biology, and Chemistry with unique laboratory and clinical experiences during 6-week summer sessions. Additional services include workshops, counseling, tutorial and career guidance as well as increased role model availability for trainees during the academic year. This is the first year of a 3-year grant designed to expand the present program by increasing the potential health careers applicant pool to 40 additional trainees.

This program will stimulate more minorities to choose a science rather than a non-science career, therefore motivating an increasing number of ethnic minorities pursuing health profession careers.

Project Director:

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Community colleges in particular share the problem of trying to present collegiate level work to many students who cannot read and write well enough to profit fully from it. Without a rigid teaching system, retention of students is often pitted against maintenance of standards. The problem is how to raise literacy levels to the point that students can handle truly collegiate work, without involving lengthy, isolating, often dead-end remediation programs.

LMC is a 2-year community college on the eastern edge of the San Francisco Bay area. The college has an innovative and demanding general education program, as well as exit requirements in reading, composition and math, but there are no entrance tests or academic tracks. Every instructor is, therefore, faced with a mixed bag of reading and writing levels in the classroom. Attempts to recommend a reading/writing lab to students with poor skills have not been successful.

Rather than revert to a tracking system, the college is promoting the use of peer tutors to upgrade language skills in the classes the students have elected to take. The tutors are selected by the instructors and trained by the language arts faculty. Weekly seminars are conducted to train subject area instructors in the basics of how students can be taught to read and write more effectively and how these instructors can best direct, supervise, evaluate, and encourage the trained tutors who are assigned to work with deficient students in their discipline. This is the first year of a 2-year grant that involves all 60 faculty members across the curriculum.

This program will remediate basic literacy skill deficiencies where student motivation is highest--in the classes with reading and writing that the student has opted for. It will make faculty members from astronomy to welding more responsible for understanding the basics of learning theory as it applies to reading and writing. In March or April of 1982, an invitational conference will be held to discuss ways that community colleges including LMC have coped with reading/writing problems. That summer, a short monograph will be published by the LMC Community College Press providing a full explication of the LMC model.

Project Director:

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CAEL
Columbia, Maryland

Attention is increasingly being focused on the issue of quality in programs for adults. Many postsecondary programs do not reflect knowledge of recent research findings and effective practices in regard to adult development, learning outcomes, and the management of institutional environments. In order to advance the quality of programs for adults, the project has five broad goals: 1)to help bridge the gap between the research and effective practices of the 70's and program designs and evaluation in the 80's; 2)to further clarify the criteria for quality in adult programs; 3)to adapt promising models for feasible use; 4)to build a collaborative regional network; and, 5)to disseminate the projects' findings and products.

The project is co-sponsored by CAEL, a national non-profit educational association of more than 325 postsecondary institutions, and the Council for the Advancement of Small Colleges a national non-profit association serving more than 250 small colleges. Participants are in six states in the Mountains & Plains Region: Colorado, Wyoming, Utah, South Dakota, North Dakota and Montana.

This is the first year of the 2-year project. An "equation for quality; development, outcomes, and environment" is the conceptual framework, including the learner, the institution, and the society. Teams of faculty, administrators, and staff attend three regional seminars on the topics related to quality. Three key institutions are selected each year. They form task forces on quality, receive on-site consultation, implement action research, and provide for adult learner interviews. These activities support college-community collaboration and reduce the barriers of distance in the region.

It is anticipated that the project will: 1) provide cost effective staff development models; 2) help improve the quality for adult programs; 3) clarify criteria for quality; 4) strengthen collaboration and resource sharing; and 5) shed light on effective diffusion strategies.

Project Director:

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CAEL
Columbia, Maryland

Experiential education programs (internships, practicums, cooperative education, field work) provided by postsecondary institutions grew exponentially in the 1970's. A best estimate of what has become a movement is that experiential education programs involve one student in seven and one faculty member in 10. Typically, these programs were initiated by faculty in academic departments without benefit of what research, observation, and an expanding body of literature show constitute good practice.

The project in cooperation with three other national organizations--the Cooperative Education Association, the National Center for Service-Learning and the National Society for Internships and Experiential Education--provides for quality in experiential education through workshops for some 2,800 faculty in each of two project years, 1980-81, 1981-82. Training is provided using three models. There are 10 inter-institutional workshops for faculty of institutions in major metropolitan areas. There are five workshops annually in conjunction with the regular meetings of national organizations, particularly the academic associations. In the third model, training is provided to faculty at 12 institutions each year as part of an intentional process to document existing practices as basis for developing institution-wide procedures and policies for assuring equality in experiential education.

The outcomes of the project will be greater quality in experiential education programs at some 500 institutions, a network of faculty with national experiential education organizations making available the resources of these organizations, and formal procedures for assuring quality in experiential education programs at 24 major institutions.

Project Director:

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CAEL
Columbia, Maryland

The Council for the Advancement of Experiential Learning is a postsecondary educational association which promotes experiential learning and valid assessment of its outcomes.

This project, titled "The Learner as Comparison Shopper" will provide non-enrolled students with better information about receiving credit for prior learning experiences. This includes both dissemination of current resources and experimentation with broader services to be made available via computer. The Fund grant will support a telephone service which allows adults to talk directly with counselors. Third party groups, such as brokering services, businesses, and government organizations will be the primary dissemination vehicles. An additional feature of the project is the formation of a Learner Advocates Network. The advocates will work with task forces of employers, unions, and institutions to encourage them to use the practice of awarding credit for prior learning. This is the final year of a 2-year grant.

Expected outcomes are: 1) the improvement of information services for non-enrolled learners regarding experiential learning options; and 2) the creation and installation of an ongoing mechanism for obtaining new information and influencing education providers to be more responsive to the needs of working adults.

Project Director:

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Council for Opportunity in Graduate Management Education, Inc.
Cambridge, Massachusetts

In American life insufficient numbers of Blacks, Mexican, Puerto Rican and Cuban Americans, American Indians, and Asian Americans hold responsible managerial positions. Many employers in the private and public sector are unable to find men and women from these groups who have the management training to fill positions leading to middle and upper level responsibilities. The causes of this underrepresentation are basically twofold--ethnic prejudice which has held down career opportunities and economic deprivation which has prevented all but a few from obtaining the graduate management training that would qualify them for decision-making roles.

COGME (The Council for Opportunity in Graduate Management Education) is working to alleviate this problem through programs of recruitment and financial assistance to members of underserved groups in graduate management programs.

COGME was formed in 1970 as a consortium of 10 graduate schools of management (those at Berkeley, Carnegie-Mellon, the University of Chicago, Columbia, Harvard, the University of Pennsylvania, Cornell, Stanford, M.I.T., and Dartmouth) committed to addressing the problem of underrepresentation of minorities in its member institutions. While the COGME program has successfully drawn minority candidates from traditional channels and institutions (i.e., those students exposed to and interested in professional management education), it is developing a project of recruitment of qualified applicants from sectors which now provide no significant applicant flow, including minority individuals already working, minority women, minorities attending little known colleges, and minorities at well-known universities who typically miss the graduate education counseling available.

In this final year of a 2-year grant, project activities will continue to consist of exploratory seminars probing the obstacles to graduate management education for minorities, urban recruitment forums, campus visits, and the development of a resource base of program practices for the recruitment of minorities.

Project Director:

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Cultural Education Collaborative
Boston, Massachusetts

Adult education services must provide individuals with information necessary to access community resources. Museums, dance and theatre companies, science and arts centers in this city can offer resources to serve the educational needs of community residents. The capacity of such institutions to offer adult education programs has never been fully explored nor are they perceived by residents as providers of postsecondary educational services.

The Collaborative, since 1974, is involved in bringing and expanding the educational resources of cultural institutions to those who have not been reached. Surveys of communities and adult programs show that few of them turn to existing resources for sustained educational programming. Recognizing the potential value of creating long-term partnerships between cultural and community educators, the CEC begins a planned effort which can be most effective in reaching these people. This is the second year of a 2-year grant.

The CEC is developing a model for creating these partnerships and thus, expanding the scope of adult educational resources in Boston. In this new project, The CEC focuses on developing a workshop planning series to engage 10 community and 10 cultural educators in planning information and resource sharing and problem solving. With this vehicle, these groups are actually planning their own program. Pilot programs begin in the Spring of 1980. Designed from these workshops, these pilots show the efficacy of the mechanism and give impetus to continue programming past the life of the grant. In this way, the CEC insures a permanency to cultural education programs in the community.

The Cultural Community Education Program will serve to establish positive links between adult educators in community organizations and cultural institutions. The CEC will demonstrate a model for effective program planning which address the needs of the community residents. It will also establish a foundation in the communities it involves to secure permanent programming and continued relationships with cultural institutions.

Project Director:

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Delaware Art Museum
Wilmington, Delaware

The cost, location, and daytime scheduling of local art education programs makes most of them inaccessible to low income, working class neighborhoods. The same is true of effective career orientation in the arts. Traditional art education often isn't effective for non-traditional audiences because it is not learner-centered. Though the Delaware ARt Museum, a private, non-profit institution has for 68 years served the public through exhibitions and education, our facilities are under-utilized in the evenings and, like other art centers, are not convenient to public transportation.

In this second year of a 3-year grant, the Museum continues to make learner-centered art instruction and effective career orientation in the arts accessible to 600 students, primarily in low-income, minority neighborhoods. A governance committee selects the neighborhood centers; representatives from those centers then join the committee. Volunteers from business, government, and education--in an advisory committee--provide necessary assistance in the identification and development of future funding sources and postsecondary educational opportunities. City government, the Delaware Art Museum, and the community centers are partners in the wall mural phase of this evolving project. Programs of art education taught in the centers produce self-sustaining profitable services chosen by participants, such as a community newsletter.

Marketable skills and services will result; the Museum will also initiate entry for our students into accredited postsecondary schools. A learner centered program will help to decrease the students' emotional distance from the Museum and postsecondary schools. Those schools will be more responsive to new audiences and community education programs.

Project Director:

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University of the District of Columbia
Washington, D.C.

Perhaps the college student's most serious shortcoming, regardless of academic skill, is the lack of a self-directed, confident approach to learning. The teacher-led lecture discussion class does little to foster growth in the student as learner.

Since September 1979, more than 20 instructors and their students at the University of the District of Columbia have engaged in an alternative teaching and learning method designed to help students take responsibility for their own learning. In this Cooperative Learning Project approach, students work in small, self-led groups on carefully planned, initially instructor-created, learning activities which promote the development of academic skills as well as knowledge of subject matter. With the instructor as a resource, students learn from and teach each other, drawing upon individual strengths to meet individual weaknesses within the group. Ultimately, student groups plan their own lessons.

In addition to workshop training and experience in preparing appropriate group oriented learning activities, faculty members receive prior training and experience in group process. Moreover, they remain part of a continuing cooperative learning group, confronting group process issues. They are therefore equipped to teach fundamentals of group process to their students and to facilitate student group process problems.

Instructors and students in subject areas as diverse as the arts and the social and natural sciences are using the Cooperative Learning Project method. Faculty members in as yet untried subject areas will introduce the method this spring. Plans for future uses and adaptations are in progress.

Project Director:

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Earlham College
Richmond, Indiana

Two problems confront the college senior preparing for graduation: the first involves the need to integrate 4 years of study into some coherent whole, the second involves the need to prepare for the next step in life in terms of entering a career or beginning further education.

In order to aid students to prepare for these challenges, Earlham College, a small, liberal arts private college, will offer a Senior Year Studies Program which will provide a number of offerings for graduating seniors. In the first year of a 3-year grant, courses will be developed which will focus on the college experience and the world of work. In addition, a number of non-credit options will be provided. These will include student initiated seminars on such topics as "life-planning", and "strategies for decision-making." Changes in the system of senior advisement will be undertaken and an attempt will be made to collect information about the experiences of previous Earlham seniors in making the transition from school to the "real world." It is expected that this information will be particularly helpful in planning and revising the content of many program components.

These courses and activities will provide a format and a context within which senior faculty can help senior students to integrate their academic experience and use it to think constructively about the transitions and challenges ahead.

Project Directors:

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Eastern Montana College
Billings, Montana

More equal access to education is a social goal of significance for our society. Post-secondary Education, through education, training, and dissemination of information facilitates these vital opportunities for Americans.

Eastern Montana College, a comprehensive state college, located in Billings, Montana, serves the urban Yellowstone County as well as eastern Montana. Montana is a land of sparse population and great geographical distances and faces the problem of providing adequate services for its residents. The population of the region is geographically isolated, economically disadvantaged, and culturally deprived. Significant segments of the population suffer underemployment or chronic unemployment. The Indian population, the area's largest minority, faces the dual problem of being rural and a minority group.

Eastern Montana College has developed a teleconferencing system over a 2-year period to experiment with distant learning technology suitable in a low density/large area environment. In the first year of a 2-year grant, the college expands this system with a four-wire dedicated Educational Telecommunication System to serve the small rural communities of eastern Montana and the seven Indian reservations.

The network that is being developed by Eastern Montana College will permanently link together 30 learning sites throughout the state and will permit program maintenance for rural and Indian people on an ongoing and self-supporting basis, after a 2-year transitional period. The FIPSE grant will allow this 2-year transition from a low volume program to a high volume one.

Project Director:

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Eastern Oregon State College
Lagrande, Oregon

In recent years a number of institutions have developed outreach programs for adults to gain access to postsecondary education. For the most part, however, such programs are seperate from regular campus programs and do not offer regular degrees and college services.

Eastern Oregon State College has developed an outreach program for adults in rural areas and is seeking to integrate this program into the regular campus organization. In so doing, EOSC is also entering into "service agreements" with two community colleges and three universities in order to establish a comprehensive delivery system across a 50,000 square mile region.

In the first year of a 2-year grant, some of the strategies being employed include: redevelopment of 20 percent of the EOSC regular faculty to off-campus activities; curriculum modification to accommodate adults (such as "packaging courses" or dividing them into "modules"); making campus financial aids available to off-campus learners; pursuing new sources of funding through legislative action, inter-agency agreements, and industry-sponsored on-site programs; and a cooperative "external degree" which is the regular general studies degree of EOSC and two community colleges but can be earned without campus attendance. The 2-year degree, and community college students can receive upper division credit for assessment of their prior learning in the transfer process.

Grant activities include faculty development and training for off-campus coordinators of the participating colleges as well as consultants and workshops aimed at re-aligning the organization of the college for full integration of on-and off-campus programs. The long-range outcome is the removal of distinctions between on-and off-campus attendance and the pursuit of open, lifelong learning for the residents of the area.

Project Director:

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Educational Television Center
Menlo Park, California

Senior University of the Bay Area, a specialized community programming service using the already-in-place Instructional Television Center, Archdiocese of San Francisco, delivers education and information courses to older adults in group viewing sites. In the final year of a 3-year grant, Senior University offers courses to older adults at 12 sites: three multi-purpose senior centers, three residential facilities, and six church-related senior groups.

In the first year 30 seniors met at three viewing sites for 6 weeks to view and discuss televised short stories dealing with decisions, moments of choice. Last year senior groups participated in an interactive 8-week fall series sketching the evolution of painting and photography to contemporary times. Teleconferencing allowed participants to help shape the sessions by questioning and dialoguing with the instructor and guests. The spring course focused on A Social History of America in the 30's, a mediated course of documentary films, videotaped oral histories and written autobiographies. Later a 4-week mini-course in practical living skills for senior adults was offered.

Third year programming begins with an 8-week series, The San Francisco Dream, 1849-1940, along with a Yoga course and a "live" interactive current events program. Winter and spring schedules will follow upon needs assessment with our Senior viewers.

A most unique feature of Senior University continues to be its emphasis on the interaction and learning potential for seniors in learning groups. Special attention is given to group dynamics, written support materials, "previewing." This project will conclude with evaluation of the success factor of a variety of televised learning formats and will document this teleconferencing experience as a major means of encouraging network connection among viewing groups.

Project Director:

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Educational Testing Service
Princeton, New Jersey

The contributions of professional and graduate education to our national welfare are widely recognized. There is mounting evidence, however, that the sources and amounts of financial aid for graduate students are decreasing. High cost and uncertain job prospects may, as a result, adversely affect the postbaccalaureate plans for many qualified and promising students. Although the lack of public financial support affects all graduate students, it is especially burdensome for students from poor and disadvantaged backgrounds.

Educational Testing Service, a private non-profit organization founded in 1947, is devoted to measurement and research, particularly in the field of education. It conducts research on techniques and uses of measurement, human learning and behavior, and educational development and policy formation; provides advisory and instructional services; and develops and/or administers tests for a wide range of sponsors. It also administers financial aid services, including the Graduate and Professional School Financial Aid Service (GAPSFAS).

The purpose of this project is to identify the kinds of funds available to graduate students, levels of student indebtedness, and to determine how institutions award financial aid to graduate students. The project will attempt specifically to isolate those factors that do or could contribute to a decline in the enrollment of low-income students at the graduate and professional level. Students, financial aid officers, and deans are being surveyed. Nearly 10,000 students have responded to the survey questionnaire. The findings of the project will serve as a springboard for the opening of a national dialogue about the problems and future of postbaccalaureate financial aid. This is the second year of a 2-year grant.

Project Director:

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Feminist Press
Westbury, New York

The problem that this project addresses is both urgent and timely: the supplying of information about particular aspects of college and university environments and offerings essential to the "health" of the majority of prospective students--the female portion of the population of future undergraduates.

Since its foundation in 1970 as a nonprofit educational and publishing organization, The Feminist Press has worked to eliminate sexual stereotypes in books and schools by providing an alternative literature with a broader vision of human potential. Whether through our publications--which include reprints of important works by women writers, feminist biographies, nonsexist children's books, curricular materials, bibliographies, directories, and a newsletter--or through our in-service projects for teachers, our goal is to help create a more humane and equitable society for the future.

The project itself consists mainly of in information gathering and consultation activities, including a survey of over 2,000 colleges and universities nationwide, which will result in a paperback book called Everywoman's Guide to Colleges and Universities. We see the book as supplementary to standard college guides, focusing not only on institutional policies relevant to Title IX, but also on the provisions made for women that are clearly "equitable" to those made for men. In this category are elements ranging from "role-models" to facilities, from the presence of women in the curriculum to scholarship. This year is the first of a 2-year project.

We believe that such a guide will give to women the current unavailable information essential to intelligent choices of colleges and universities. We also expect the guide to encourage institutional attention to factors enhancing a healthy educational environment for women, to encourage publishers of commercial college guides to consider factors relevant to women, and to encourage the discussion of elements integral to the concept of a healthy educational environment for women.

Project Director:

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Florida International University
Miami, Florida

Traditional "schooling" has failed to provide farmworkers with the survival skills necessary to cope with drastic reductions in the need for farm labor. More than 20,000 farmworkers in South Dade County, Florida, faced a 20 percent decrease in employment opportunities even before Cuban/Haitian refugees entered the critically glutted farm labor market this year.

Florida International University, a 2-year upper division state institution, has created Partners in Learning (PIL), a 3-year, FIPSE project now in its second year of operation. The project pairs individuals academically trained with those trained through life experiences and involves students, agencies and the rural adult community in a liberating education experience of action/reflection activities appropriate for rural populations.

The Project has four aims: to impact the target community by offering accessible educational opportunities, and participation with agencies providing educational services; to provide training, peer support systems and financial aid to target adult students; to provide incentives and training for agencies and organizations to support them in serving the special needs of this population; and to collect and develop materials specifically designed for and by Florida farmworkers.

During its second year, Partners in Learning will impact:
- -8,000 farmworkers through a Mobile Education Unit, Educational Comic Books, Street Theatre/Music, Community Advocates, Newsletters and Education Action Projects;
- -up to 250 farmworkers who become students through community education circles, basic literacy, life-planning workshops, support groups and institutionalization of the Center for Rural Education at FIU;
- -up to 15 agencies with training workshops such as Farmworker Weekends, language immersions and technical assistance.

The Project will also develop a Liberating Education Manual, a Pictorial Study of Florida Farmworkers, a calendar, and slide presentation.

Project Director:

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The Franklin Institute
Philadelphia, Pennsylvania

Currently in the second year of a 3-year grant, "Museum in an Urban Mall" opened in May, 1980. It is located in a large urban Mall, in order to serve to a large diverse audience. Statistics already accumulated, show that it is highly successful in attracting large numbers of minority people, young adults, working mothers, and blue collar workers: all groups which are underrepresented in attendance at the main Museum.

About 20 hands-on experiments allow visitors to explore a sample of the kinds of science and technology dealt with in the main Museum. The center of the Mall Museum is occupied by "Science Bar," at which a museum instructor conducts experiments with children and adults. Sometimes these are brief demonstrations, but usually the individual visitor uses simple materials to conduct the experiment, guided by the instructor.

The initial phase of the project has met our expectations quantitatively and qualitatively. We are now coping with questions aimed at optimizing the Mall Museum's value. The response of young people seems to be so satisfactory that we need only provide them with a greater choice of activities to keep them actively involved. Older teen-agers and adults, however, are often more reluctant to get involved with the science bar activities, preferring to explore the exhibit/experiments by themselves. Of a number of activities we are planning toward this end the first to "go public" will be a set of materials on "Electricity in the Home" that will explain how to identify needed repairs, hazzards, etc. in the context of very simple basic science. Materials bearing on current science developments (e.g., Solar Energy) and issues (e.g. oil spills) are also being prepared to widen the scope of the Mall Museum.

We expect, in the remainder of the project, to increase the already satisfactory level of participation of visitors, especially adult visitors, building on the already proven attractiveness and holding power of the Mall Museum. Especially, we are working on ways of getting teen-agers and adults involved in activities which help them understand the science and technology in their everyday lives.

Project Director:

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Gallaudet College
Washington, D.C.

Gallaudet College, the world's only liberal arts college for deaf students, was chartered by President Lincoln in 1864. Its 1,300 undergraduates come from every state and from over 40 different countries. Deaf postsecondary students constitute a group whose educational opportunities are sharply limited by the number and quality of programs accessible to them. An increasing need for foreign area studies is a natural outgrowth of the rapidly growing internationalism of the deaf community.

The general objective of this project is to make available to deaf students programs in International Area Studies. The first year of the 3-year project involves incorporating the best features of existing foreign area studies programs, developing techniques for making relevant Washington-area resources accessible to deaf students, promoting interdisciplinary cooperation among Gallaudet departments of instruction, and identifying and securing needed faculty resources. The programs to be developed include a major in Western European Area Studies to begin in fall of 1981, and a major in Latin American Studies to begin in fall of 1982. A corollary objective is to initiate an increased focus on international studies in the general education component of Gallaudet's curriculum.

It is hoped that programs and instructional materials developed under this grant will provide a model for other institutions serving postsecondary deaf students. A well conceived International Area Studies program at Gallaudet will enable deaf students to play a more significant role in international efforts to secure greater educational and employment opportunities for hearing-impaired individuals.

Project Director:

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Graduate School for Urban Resources and Social Policy
San Diego California

The Graduate School is an alternative educational institution established in 1975 offering degree and non-degree programs. The School awards a Master's and Doctorate in Community Development and Social Policy. The School is committed to societal values and institutional processes that maximize opportunities for the development of more humane communities. We strive to educate persons who can utilize theory and skill to work with citizens in activities of community development and community restoration. Our graduates are expected to engage in purposeful and effective social change activities. In an increasingly complex society, research must become the base for a variety of community development activities. The communities that require the most assistance in providing for their needs face the most severe problems because of their lack of power and resources.

The Graduate School will create an Educational Research Center that is at the disposal of community-based organizations to assist them in needs identification, program development, evaluation, and implementation, as well as various policy development activities. Through a contractual arrangement, a graduate student will become a paid researcher for a community-based organization. The program will actively recruit minority students through recruitment centers in various locations throughout the United States. The students accepted for the research program will be teamed with distinguished minority research faculty who will serve as consultants/mentors. This is the first year of a 3-year grant. The program will enable 12 minority students to work in individual student-centered educational programs while learning and practicing research as an instrument for social change in their respective communities. Twenty-four community research projects will be the products of this grant.

Project Director:

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Hispanic Higher Education Coalition
Washington, D.C.

Despite increased access for Hispanic students to higher education, the problems of their retention and transfer into senior level institutions and graduate programs remain. These problems are abetted in part by federal, state, and institutional barriers.

The Hispanic Higher Education Coalition is composed of 13 national advocacy groups. It serves to link its member organizations with institutions of higher education that enroll significant numbers of Hispanic students. The project will clarify and strengthen the institutional mission of these schools relative to Hispanic students. They focus on the specific areas of access, retention, and transfer policies and procedures.

The Coalition works with a selected number of institutions of higher education. Project activities include: provision of technical assistance in needs assessment, program development; implementation and evaluation, dissemination of information regarding federal programs, grant opportunities, research and development; and the establishment of communication channels with policy-making agencies, individuals, and groups.

In its second and final year, the project will extend its activities and services to a greater number of institutions with a substantial number of Hispanic students and will provide them with extended technical assistance and information gained from the first year.

The project will enable participating institutions to more effectively plan, develop and implement program policies and procedures which will provide equality and excellence for Hispanics in higher education.

Project Director:

Raul A. Rio, Ph.D.
Hispanic Higher Education Coalition
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Hood College
Frederick, Maryland

The problem we are facing is multifold: 1) limited access Hispanics have to higher education, mainly to 4-year institutions. 2) lack of appropriate academic and support programs for Hispanic students in traditional Anglo colleges and universities 3) misunderstanding about Hispanic people, their values, interests, and aspirations, prevalent among Anglos.

The activities we are planning in order to solve this problem include: 1) an effective admissions program to attract Hispanic students; 2) an academic program with mentor advising and peer support, specially designed to serve the cultural and economic needs of Hispanic students, emphasizing communication skills in both English and Spanish, a variety of specialization areas, career counseling and job opportunities; 3) a program for institutional bi-culturalization aimed at a better understanding and appreciation of Hispanic students and their potentialities.

We are in the first year of a 3-year project. Our intended outcomes are: 1) to provide Hispanic women with ample access to Hood College; 2) to make all necessary curricular changes and develop a student support system tailored to the needs of Hispanic women in this country; 3) to promote bi-culturalization in Hood and its neighborhood area. Our long-term goal is competent women graduates, proud of both their Hispanic and Anglo heritages.

The plans for wider impact will include dissemination in professional journals and conferences. Hood College's project will serve as a mdoel program to be adopted by other private and public liberal arts colleges and universities.

Project Director:

Edenia Guillermo
Hood College
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Howard University
Washington, D.C.

Black college seniors have had an insufficient opportunity to engage in research at traditionally Black colleges and universities. A large part of the reason for this is that research at these colleges and universities has been only partially supported by the federal government. Consequently, Black educators and students have been deprived of a vital tool of scholarly inquiry.

The Institute for Urban Affairs and Research (IUAR), founded in 1972, has been established as a mechanism for providing a comprehensive urban affairs program, coordinating university-wide social and behavioral sciences research and community service projects. It combines Howard University resources and capabilities with community leadership and resources in order to provide research programs for meeting the needs of Black educators and students.

The Institute for Urban Affairs and Research is conducting a research training program for Minority College Seniors. This project consists of a research training program for 60 students from Howard University and other colleges and universities in the Washington, D.C. area. The program has a course of study emphasizing models and methods of social and behavioral science research, computer utilization in social research and grantsmanship, and a practicum involving activities such as working on an active research project, visiting and consulting with federal agencies, and exploring career options in agencies with a research orientation. The program is in the second year of a 3-year grant.

The research training project will serve as a model for other predominantly Black colleges and universities seeking to provide an opportunity for more Black educators and students to conduct scholarly research.

Project Director:

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Hunter College/CUNY
New York, New York

An aging society faces problems and dilemmas of action that require new styles of professional performance in fields such as medicine, law, nursing, and social work. This project, Value Dilemmas in the Aging Society, seeks to design curriculum and teaching strategies for professional education to cope with these issues.

The Project examines dilemmas of professional action that occur in practice with the aging: autonomy and dependency, life prolongation, quality of life, age-based legal entitlements versus age-discrimination, and questions of the meaning of life in old age. When doctors, lawyers, social workers, and nurses seek to grapple with these problems, they commonly recognize that technical, rule-governed paradigms of action fail them: the problems of the elderly are matters of values and meanings. An education that equips professionals to deal with these problems must address those value dilemmas if professionals are not to abdicate their responsibilities.

The project proceeds by integrating liberal arts contributions from history, the arts, and philosophy with professional school curricula in the four target disciplines. During the first year, an inter-professional faculty seminar will explore in depth the issues raised and will develop model educational curricula to test new approaches that will be developed. During the second year these materials and methods will be incorporated into a casebook, course outlines, bibliographies, and the like. Based on evaluation of successful outcomes in the pilot offerings, these materials will be disseminated nationally to programs of gerontological education and to professional schools in the appropriate disciplines.

The results of this project should have significance beyond the field of aging as a model of liberal arts and professional training joined together and as a model of applied moral education focused on a current social issue.

Project Director:

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Illinois Central College
East Peoria, Illinois

The community college movement in America resulted from a need to provide postsecondary education for more people. These colleges have attracted large student bodies and energetic faculty. On the average, however, students entering college transfer programs at local community colleges are not as prepared for baccalaureate work as students entering 4-year colleges and universities. To further complicate matters, neither curriculum design nor teaching styles and techniques utilized by community college faculty differ significantly from those found at 4-year colleges and universities.

In 1975, under a grant from the Fund, faculty at Illinois Central College began a new program called DOORS (Development of Operational Reasoning Skills). This program used a new classroom approach requiring more active participation by students who enrolled in several specially designed classes. Evaluation of this program indicates its success in reducing the number of students who are unsuccessful in completing their first semester.

This new project now in the second of 2 years, (COMPAS: Consortium for the Operation and Management of Programs for the Advancement of Skills) will assist six community colleges in beginning DOORS-type programs. The seven colleges involved will include ICC as resource base, William Rainey Harper College (Palatine, IL), Prairie State College (Chicago Heights, IL), Joliet Junior College (Joliet, IL), Surry Community College (Dobson, NC), Community College of Allegheny County (West Mifflin, PA), and Seminole Community College (Seminole, FL).

The consortium began with an initial 2 and one half-day workshop at ICC. Local staff have begun weekly seminars to design and develop programs to reflect local needs. In the fall of 1980, six new programs will be offered to over 200 students.

As a direct result of this project, students in each program are expected to be more successful in completing their course work when compared to similar students entering traditional classrooms. Additional expectations include a change in basic faculty attitudes toward teaching.

Project Director:

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Incarnate Word College
San Antonio, Texas

Many mature women are still not being adequately served by postsecondary educational institutions in San Antonio. These include particularly: 1) women of pre-retirement and retirement age from the large military contingent of San Antonio, 2) women with families, who have never enrolled in a degree program or whose baccalaureate programs have been interrupted, 3) single parent women who are working full or part-time in jobs that do not utilize their full potential, and 4) women to whom English is a second language.

Women comprise 75 percent of the total student population of Incarnate Word College and 27 percent of these women are beyond the age of 22. To meet the needs of these mature women, the college designs and implements a college entry and re-entry program called WENCOE (Women in Education: New Careers, Opportunities, Experiences).

To reach the target groups it is appropriate that Incarnate Word College initiate a TRANSITION TO COLLEGE OUTREACH PROGRAM FOR WOMEN. Many of the existing WENCOE programs are adaptable for outreach. The transition program is seen as reaching the older students in their community through seminars, workshops, college-student-for-a-day programs, financial aid brochures, single-parent women surveys, skills tests, college program displays in local shopping malls, and pre-retirement education programs. This is the third year of a 3-year grant.

This outreach program is designed to promote positive self-images, increase confidence, raise awareness of opportunities for education, careers, and volunteer service, update academic skills, and improve proficiency in English. Immediate outcomes are expected to be increased enrollment in postsecondary education, increased retention, and reduced risk of failure for mature women. Since Incarnate Word College is one of four postsecondary institutions in a consortium of colleges, a learner-centered transition program directly benefits all colleges in the consortium.

Project Director:

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Indiana University Foundation
South Bend, Indiana

Academic advising must be rejuvenated in order to meet the needs of today's increasing numbers of non-traditional students. Jobs, age, and family responsibilities place constraints upon the time of these students and set their postsecondary educational experience in novel personal and social contexts.

Indiana University at South Bend, part of a large multi-campus state system, is a small 4-year university with a commuting student population. Most of the approximately 6,000 students must divide their time and their priorities between school work and outside responsibilities; many are returning to school after years or even decades away from an academic environment.

In its second year of a 3-year project, the Mentor Advising Program brings together 15 faculty members, 150 freshmen students, and 30 upperclass student peer advisors, in a two-semester program of advising and classroom study. Working in small "mentor groups", the participants meet regularly to explore aspects of the learning experience, and, in small credit-bearing seminars during the second semester, to discuss the liberal arts as they relate to contemporary interests of students. In addition, they attend a series of training workshops throughout the year and share in on-going evaluation and development of the program.

This pilot program will develop an approach to academic advising specifically tailored to the needs of our University's diverse student body. It will create a large and growing cadre of faculty members and administrators experienced in that approach, as well as an expanding group of students able to serve as peer advisors in the future.

Project Director:

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Industrial Cooperative Association
Cambridge, Massachusetts

Worker ownership is a growing phenomenon. The economy of the 1980's will continue to witness an increase in factory shutdowns, and "employee buy-outs" will be offered as a viable alternative to job loss and local economic disruption. Working class and low-income people will be asked to assume the responsibility of ownership in addition to their role as workers; without a program of education directed to workers as owners, worker ownership will be a sham at best, and at worst lead to the failure of these businesses.

The ICA is a non-profit organization founded in 1977 to create worker owned companies. The ICA has organized several worker cooperatives in response to factory closings, and has developed a sophisticated legal and accounting structure that reflects the democratic nature of a worker owned business.

With this grant, the ICA is creating an adult education program for the worker-owners in ICA cooperatives. The program will be delivered to over 100 workers in sites that range from a minority owned garment company in rural North Carolina to a book manuscript type-setting cooperative in Clinton, MA. The program is designed to educate workers as owners, giving them both the information and the participatory skills necessary to undertake their new rights and responsibilities in a dramatically different workplace. The size of the businesses (one has more than 60 workers and plans to expand) requires a realistic program that balances participatory decision making with efficient business practices. This is the first year of a 3-year grant.

This program will develop educational techniques and curricula suited for worker owners of varying socio-economic background, implemented in the highly pressured environment of a new business fighting for survival. In the third year of the program, a manual will be published for use throughout the U.S. in the ever increasing number of worker-owned firms.

Project Director:

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Institute for Architecture and Urban Studies
New York, New York

The Institute for Architecture and Urban Studies, founded in 1967, is an independent non-profit agency concerned with research, education, and development in architecture and urban design. It offers a series of programs, including evening lecture series, exhibitions, publications, and academic programs, designed to foster an increased awareness of architecture as a major cultural expression.

Architectural education in the professional academic programs often fails to relate the study of architecture and urbanism to actual urban problems and specific situations. The separation of the teaching of design, its theory and method, and the implementation of design, the actual building and planning, illustrates the distance between schools and the profession.

The Institute for Architecture and Urban Studies is establishing, within the context of its ongoing educational programs in architecture and urban design, a new educational unit: The Advanced Design Workshop in Architecture and Urban Form. The Workshop is open to all students in architectural and planning programs throughout the country. The program addresses two groups specifically: fourth-year students in 5-year professional undergraduate programs or 6-year multiple degree courses and graduates from 4-year non-professional architecture programs. This program is currently in its third year of a 3-year grant.

The Institute for Architecture and Urban Studies is not a degree granting institution, but is a complement to existing academic resources. Credit for participation in the IAUS programs is thus given by the parent institutions. Sixteen academic institutions are part of the consortium now participating in this program.

Project Director:

Diana Agrest
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Institute for Labor Education and Research
New York, New York

Millions of working adults in the United States who are interested in continuing their education are not served by the existing university-based programs. ILER's 5-years' experience teaching in local union halls has convinced us that worker-centered programs at or near the worksite do reach many of these potential learners. But the creation of systematic and continuing programs at off-campus sites depends upon overcoming the same kinds of problems that universities must overcome-recruiting students, ensuring continuity of programs and the quality of instruction, and developing mechanisms for the diffusion of new ideas and approaches.

We believe that making progress in the next period depends upon the following: 1) programs must be designed that build upon the social connections of the workers themselves, involving them actively in the educational process as both learners and teachers; and 2) a network of labor educators committed to a worker education must be developed to facilitate the spread of new programs and the diffusion of improved approaches and techniques.

Our 2-year project aims to address these problems through two approaches: 1) a "workshop model" of worker-centered education in local union halls which trains union members as "educational stewards" and develops support services that enable the stewards to organize and conduct their own continuing educational programs; and 2) the facilitation of a decentralized labor educators' network involving worker-centered labor educators in unions, university-based programs, and independent projects, such as Committees on Occupational Safety and Health.

Project Director:

David M. Gordon
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Institute for Research in History
New York, New York

Among the complex problems presently facing higher education are the phenomena of faculty uncertainty, confusion, and demoralization. Furthermore, predictions indicate that a significant number of tenured faculty, especially those in the humanities, will lose their jobs. These scholars are not prepared to translate their knowledge and skills to a non-academic setting.

The Institute for Research in History is an independent scholarly organization which was founded in 1975 as a non-profit institution. The Institute has 5 years experience in helping many of its members, formerly in academic positions, to make the transition to the non-academic world. Located in New York City, the Institute provides ready access to the nation's most varied job market.

The Institute is developing an intensive program designed for the needs of tenured faculty as an outplacement service or as a personal exploration of options for a career change. Each 12-week seminar includes daily workshops and consultations with a wide variety of professionals from the private and public job sectors, skills identification, study of the marketplace, job sector analysis, and the practical steps of resume writing and interviewing. There are 12 persons in each of 5 seminars. This is the first year of a 2-year grant.

Upon completion of this program, participants will have the tools for a realistic job search and the knowledge of a broad range of available career possibilities. Some will leave academe for rewarding new careers, thereby opening positions for new faculty who will enrich the university. Those participants who elect to return to the campus will bring with them the knowledge and experience necessary for more effective counseling of students.

Project Director:

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Institute of the Black World
Atlanta, Georgia

In the more than 10 years since Black Studies emerged as an area of academic enterprise in American higher education, significant steps have been taken toward establishing it as a legitimate area of intellectual inquiry. Nevertheless, a program has yet to be established at the national level which systematically monitors, reviewes critiques, and promotes the enhacement of Black Studies curricular offerings and disseminates the most current and innovative developments in the field.

The Institute of the Black World, a nonprofit education organization, was founded in 1969 in the midst of the struggle for Black Studies. Its unique history of ongoing commitment to the study of the Black experience and the development of Black Studies enables the organization to both identify and address the need for an overall approach to Black Studies curriculum development.

In this first year of the 2-year grant, workshops will be conducted for 100 Black Studies faculty and directors who specialize in teaching the first two of four critical subject areas: Black History, Political Economy, Sociology and Culture. In the workshops, senior faculty and those in the field will lead a critical review of materials, approaches, and methods. In the interdisciplinary components of the project, they will explore the parameters of the field and its potential integrative linkages. A Directory of Model Courses will be published and a Black Studies Curriculum Materials Clearinghouse will be established to disseminate project materials.

It is anticipated that the quality of teaching in the selected disciplines and the overall quality of Black Studies will be enhanced through this effort.

Project Director:

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IDEAS, Inc.
Nederland, Colorado

America's migrant farmworkers are one of the nation's most economically and educationally disadvantaged groups. Fewer than 10 percent of the children of migrant families graduate from high school, effectively barring the overwhelming majority of migrant youths from postsecondary learning opportunities. No national models currently exist for migrant education programs in the nation's community colleges, yet these institutions may be uniquely appropriate to serve the educational needs of large numbers of migrant young people. IDEAS, a non-profit, tax-exempt educational institution founded in 1965, collaborates with community and other institutions to sponsor innovative program models in community-based, experiential learning education and also operates rural development projects in less developed countries abroad.

This project, "A Better Chance", introduces postsecondary institutions to the Foxfire experiential learning process. The Foxfire program of cultural journalism has been integrated into the curricula of secondary and postsecondary institutions throughout the country. Operating in postsecondary settings, the project exposes participating youths to campus environments where they are provided with counseling, career assessment, testing, and an opportunity to prepare for their GED examinations. In cooperation with local CETA Prime Sponsors, the youths receive minimum wages for their participation.

Operating in its second and final year, the project is being implemented in Colorado and Oregon. Participating migrant youths, initially trained in photography, darkroom, and interviewing techniques, go out into their communities and interview ex-migrants who have left the migrant stream and are successfully employed in various jobs and careers. After transcribing the taped interviews and developing their own photographs, the youths are assisted to publish their findings in publications of their own creation. El Aguila and Reflections represent the initial byproducts produced by migrant youths during the initial year, and additional publications will be forthcoming during the 1980-81 academic year. Dissemination will occur through existing networks and through cooparation with collaborating institutions in Colorado, Oregon, and elsewhere.

Project Director:

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IDEAS
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Intercultural Resources Development
New York, New York

The Hispanic population--in particular low income Hispanic women--are among those least adequately served by the educational system. These women have few opportunities for improvement of work skills leading to long range career prospects.

HACER, INC. (Hispanic American Career Educational Resources) means "to do" in English; it began in 1975 as a volunteer organization helping Hispanic adults--mostly women--find educational and career opportunities.

The basic objective of this 2-year project is to act as a brokering agency between the Hispanic community and world of education and work. Among those we counsel are the 75 students registered in the Williamsburg site of the College of Staten Island Outreach Program. Nearly 1,000 Hispanic women were reached by different activities of the project: career and peer counseling workshops, conferences attended, orientation meetings given at churches, leaflets, etc.

New York State off-campus regulations made it impossible to start another off-campus site in another borough. Instead, in the second year, we will start a systematic evaluation of what happens to the students we counsel. This evaluation will include: 1) retention rate, number of credits (semester grade index and cumulative grade index) date of graduation and transfer between colleges; 2) questionnaires with student's demographic and socio-economic data and opinions about strong and weak points of the experience in the program and, 3) in-depth interviews with a half dozen students.

At the end of the project we will provide two manuals: 1) HOW TO DEVELOP CAREER WORKSHOPS, 2) TRAINING IN LISTENING SKILLS. A brief report on our experience as a CBO dealing with a public institution of higher education will also be submitted to FIPSE.

Project Director:

Norma Stanton
H.A.C.E.R., Inc.
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International Ladies Garment Workers Union
New York, New York

Meeting the educational needs of adult workers poses three distinct problems: the assessment of educational priorities and aspirations on the part of working adults; development of effective means of advising and counseling working adults regarding educational opportunities; overcoming the fears of traditional classroom-style education.

The International Ladies' Garment Workers' Union founded in 1900, represents 350,000 workers in the needle trades. Over 80 percent of the membership is female, a similar percentage minorities, and many are new immigrants. Recognizing that to be truly effective, a Union must pursue its members' interests beyond the work place, the ILGWU has espoused a philosophy of "social unionism."

The Union is developing a model educational outreach plan for its members. During the first year of this 3-year grant, 35 rank and file members will be trained to serve as in-shop Learning Organizers. Their training will consist of a minimum of 4 days of seminar experience, followed by in-shop experience with Union Education Directors.

This program will enable participants to identify the educational needs of their co-workers, and to offer advice in conjunction with the educational activities offered by the Union. Learning Organizers will also help to set up educational activities based upon the needs of their coworkers, even where such needs have not previously been addressed by the Union. It is anticipated that during the second and third years of the grant the number of Learning Organizers receiving training will increase and the geographic area served will expand. At the end of the third year grant, the Union will continue the activity with the goal of providing one Learning Organizer for each of approximately 10,000 job sites.

Project Director:

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University of Iowa
Iowa City, Iowa

The improvement of instructional practice is a slow, tedious process. One reason for this is that instructional innovations are not systematically distributed in postsecondary education. The use of computers in education is one practice that falls far short of its potential for enriching education because of lack of systematic dissemination.

CONDUIT, located at the University of Iowa and affiliated with 18 other sustaining member institutions, has as its mission the widespread dissemination of reviewed, tested and well-documented computer-based instructional materials. In the past 5 years, CONDUIT has distributed over 7,000 sets of such materials to over 1000 postsecondary institutions around the nation.

CONDUIT is continuing a project to adapt exemplary existing materials to the newly available, low-cost microcomputers, taking full advantage of such features as graphical displays, full color, and audio output, which hold great promise for educational applications. New materials developed expressly for microcomputers will also be reviewed by CONDUIT. Any of the adapted or new materials that meet CONDUIT's standards, as determined through peer review, will be made widely available to postsecondary institutions. This is the second year of a 3-year grant.

The primary near-term outcome of the project will be the identification and widespread dissemination of 35 microcomputer-based instructional modules in a variety of disciplines, including the humanities and social sciences. The principal longer-term outcome will be the impact on the development of future materials, based on these 35 as examples, and based on the guidelines and standards that CONDUIT formulates during the project.

Project Director:

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Jersey City State College
Jersey City, New Jersey

Surveys of large city school systems continue to document the failures of inner city schools identified in the report of the Kerner Commission. Although Jersey City, New Jersey, the central city of Hudson County, has been identified as one of the 10 most economically deprived cities in the United States, the deprivation of the urban schools is somewhat attenuated. The problems of the Jersey City has become a major port-of-entry for foreign immigrants and, as a consequence, the schools are faced with great needs for expanding bilingual/bicultural and ESL programs. There is a great demand for a "different kind of teacher," one who can function effectively in a highly diverse cultural setting.

Jersey City State College has developed a 3-year, totally field based teacher training program designed to confront two specific problems and one of a more general nature. The first of these is the problem of inadequate and inappropriate preparation of pre-service teachers for culturally mixed inner city schools. The second problem to be addressed is that of revitalizing senior college faculty who are locked in traditional programs. The general problem to be addressed is that of the generally poor relationship between public and higher education.

It is anticipated that at the completion of the program pre-service teachers will operate in a diagnostic/prescriptive mode in their teaching, with a broad repertoire of techniques and behaviors appropriate for a culturally mixed environment. College faculty, hopefully, will demonstrate a willingness to be intimately involved with inner city schools and will develop controlling and reinforcement behaviors appropriate for that environment. As a result of the cooperative development and implementation of this program, it is expected that college faculty, public school faculty, and pre-service teachers will view themselves and each other as professional peers and that each group will actively use the others as learning resources.

Project Director:

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John C. Campbell Folk School
Brasstown, North Carolina

The past migration of youth from rural communities (especially in Appalachia) to Urban Centers is easily documented. But, today that trend is beginning to reverse itself. Families and individuals are finding that existing in an urban metropolis can have many disadvantages. People of all ages and backgrounds (young adults, middle-agers, retired folks, others) are seeking a return to a simpler, less complicated life-style. They have an ever growing interest in survival skills, self-sufficiency, better nutrition, manual labor, independence, and most of all, wanting their life experience to be meaningful and exciting. These new pioneers have one common goal: to establish their own homestead.

The John C. Campbell Folk School, founded in 1925 based on the Danish Folk School model of education, has lasting goals: to enrich the whole content of rural life; to build up an enlightened and enlivened citizenship; and to inspire a community life and social order satisfying to all people. As an alternative adult educational program, the Folk School offers a variety of learning experiences in Crafts, the Arts, the Humanities, Folk Music and Dance and now Homesteading.

The Art and Science of Homesteading is a comprehensive 9-month curriculum. The courses vary in length depending on the amount of material to be covered; they include: Homesteading, Land Acquisition, Homesteading Engineering, Land Use Planning, Pioneer Skills, Equipment, Energy & Alternatives, The Shelter, Outbuildings, Livestocks, Food Production, and Food Preservation.

An idea whose time has come, Homestead Education will provide many eager students with confidence, technical know-how, independent thinking and creativity, and an excitement for the rigors of rural life.

Project Director:

Michael Oliphant
John C. Campbell Folk School
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Kansas City Kansas Community College
Kansas City, Kansas

Because of the ever-changing role of the community college, Kansas City Kansas Community College, the only 2-year, urban, and public community college in the state of Kansas has accepted the challenge and is committed to providing vocational/career education programs and support services to approximately 25,000 handicapped/disabled citizens who are in need of a higher educational opportunity and ultimately employment.

It is the intent of KCKCC to try a new approach. The college will coordinate, through a project director and job developer, individualized vocational programs of 50+ handicapped/disabled students and provide support services offered by community social service agencies such as: transportation, child care, medical and dental assistance, tutors, readers, interpreters, microcomputer training, etc. to these same students. The college is equipped to facilitate activities of those students who have emotional, physical, medical, and hidden handicaps. Job development and placement will also be available to those students in the program as well as those handicapped/disabled individuals who reside in the targeted community.

The total understanding of individualized programming, job development, and placement is imperative for the handicapped/disabled. KCKCC's objective is to establish a total working relationship between the college, the student, community social service agencies, and the family of the student. In addition to being concerned about the vocational training of the students in the program, the college is also aware of the lack of sensitivity of employers in the labor market toward the disabled. A Labor-Industry Council will be formed to prepare potential employers for the eventual provision of jobs for those students who complete training. This is the first year of a 2-year project.

The uniqueness of the project is that for the first time, there will be a common and cooperative effort made between agencies who can refer handicapped/disabled individuals to a community college.

Project Director:

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Kansas State University
Manhattan, Kansas

For over 5 years University for Man has been working with more than 40 communities in rural Kansas to develop a unique free university/community education model that is adaptable to any community. This model strives to meet the learning needs of adults in rural areas both in terms of their desires and abilities to learn; to share resources; and to develop new concepts for survival. Programs are developed and operated totally by local people in each town, and are operated at minimal cost.

Because of the success of this model, UFM has received requests for assistance from rural groups and organizations all over the country. UFM has a model with potential for nationwide dissemination, and to realistically expand the dissemination of this model, it has developed a plan to work with four different delivery systems in four other rural states: Oklahoma, South Dakota, Kentucky, and Missouri. The delivery systems in those states are a public library system, a private college consortium, the state cooperative extension, and a state university. By working with an area-wide delivery system, UFM has been able to expand the model for rural lifelong learning and is continuing to develop the capabilities for becoming a national consulting organization. This is the second year of a 2-year grant.

Objectives of the project are: 1) to test further the transferability of the UFM educational model to other settings; 2) to test the effectiveness of using existing organizations, agencies and delivery systems for continued implementation and dissemination of the free university/community education model; 3) to develop a better understanding of the model; 4) to influence collegiate and non-collegiate systems of postsecondary education in such a way that they will begin to use the UFM model as an educational delivery system; 5) to develop more appropriate dissemination strategies; and 6) to initiate a plan for nationwide rural networking of the various organizations and practitioners now working in this field.

Project Director:

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Kentucky Highlands Investment Corporation
London, Kentucky

The economic development of a region is highly dependent upon the level of entrepreneurial activity in that region. In many underdeveloped areas in the U.S., indigenous entrepreneurs lack the skill and capital essential to starting a successful business venture.

Kentucky Highlands, a private, non-profit development company, has pioneered the tactic of using entrepreneurial talent to meet the economic development goals of a region. However, we are hampered in dealing with many entrepreneurs from Eastern Kentucky simply because they have not had the opportunity to develop the skills and knowledge needed to build larger companies. Capital needed for start-up or expansion has also not been available to these people.

KHIC, through its newly formed subsidiary Newventures Capital, is supporting entrepreneurs, by offering them access to investment capital (through a loan fund) and providing them with highly focussed technical assistance. We are designing workshops to be attended by prospective entrepreneurs to assist them in identifying their learning needs, in planning for the start-up or expansion of their venture, and in securing necessary capital. These efforts involve local business, education, and social leaders in locating potential entrepreneurs and providing some of the technical assistance. Also, management training seminars will be conducted regularly both for entrepreneurs who receive a KHIC investment and those not needing the financial backing of KHIC.

Newventures is in the 2nd year of a 3-year grant. Since March 1980 Newventures has made three loans, reviewed 60 loan applicants, provided significant amounts of personal management assistance to eight businesses and provided two management seminars attended by 40 local business people and community leaders.

This program will identify at least six to eight entrepreneurs each year, identify their business skill lacks and financing needs, and provide training in those areas coupled with a KHIC loan or investment. It is expected that the loan fund will become self-sustaining within 3 to 4 years of initiation.

Project Director:

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Newventures Capital Corporation
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Kirkwood Community College
Cedar Rapids, Louisiana

Due to rising energy costs and fuel scarcities, Kirkwood Community College is focusing its attention on providing educational offerings and services in a way that makes them easily accessible to all residents of its service area. In an effort to do so, the college is providing a variety of telecommunications systems. One such system is an Interactive Microwave Telecommunication System, which has interactive two-way audio and visual capabilities with the entire service area.

Kirkwood Community College is a publicly supported comprehensive community college serving the Iowa counties of Benton, Linn, Jones, Iowa, Johnson, Cedar, and Washington. It also serves portions of nine adjacent counties. The total land area of the counties served is 4,408 square miles. The population of the total service area is 340,400. There are 39 local school districts in the seven-county area with 261 schools. Kirkwood is the only 2-year college serving the geographical area.

The current project will involve faculty in developing new teaching methodologies, research, and evaluation which will serve as models for others utilizing telecommunications systems for distant learners. This project is specifically addressing the modification of "laboratory-type" courses, rather than the traditional lecture/discussion-oriented courses. This is a 3-year project currently operating in the first year.

Kirkwood is developing and implementing a program planning process whereby at least six courses per year will be redesigned for delivery on the microwave system. The goal of the project is to develop models for a variety of types of "laboratory courses." The overall results will be improved learning for distant learners in laboratory courses.

Project Director:

David Bunting
Kirkwood Community College
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Labor Institute for Human Enrichment, Inc.
Washington, D.C.

The goal of the Worker Education Advisory Service is to further educational opportunity for workers by providing technical assistance to unions, companies, and educational institutions on ways to improve their programs and practices to better suit the needs of the worker/learner.

The project will be based in the Labor Institute for Human Enrichment which is committed to the principle of extending the cultural and educational opportunities available to workers.

In its first year the project will cooperate primarily though not exclusively with the International Federation of Professional and Technical Engineers, the American Federation of Teachers, the International Union of Electrical, Radio, and Machine Workers, the American Federation of Government Employees, and the Graphic Arts International Union.

Project Director:

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Worker Education Advisory Service
Labor Institute for Human Enrichment
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LaGuardia Community College/CUNY
New York, New York

There are over 8,000 members of New York City's School Lunch Worker Union who earn just above poverty level wages and who have no possibility of advancement. At the same time, over 400 School Lunch Manager positions are unfilled after a year of recruitment by the Board of Education.

LaGuardia Community College of the City University of New York has been a pioneer in providing a comprehensive cooperative education program for students in a public 2-year institution and has been effective in responding to community needs. The College's Division of Continuing Education met with representatives of the School Lunch Workers Union (Local 372 of District Council 37) and the Board of Education to design a program to enable school lunch workers to gain a 2-year degree which would qualify them for school lunch manager positions while maintaining their employment.

The School Foods Service Management Degree Program for School Lunch Workers (in its first of 2 funding years) will provide approximately 100 students per year with instruction leading to a specially tailored Associate of Science degree (under the Dietetic Technician major). School lunch workers needing remediation prior to beginning college will receive basic skills training and counseling through programs developed and sponsored by the College and District Council 37. Students will participate in three Cooperative Education work experiences designed to integrate their employment as school lunch workers with academic and specialized classroom and laboratory instruction. Upon successful completion of the program, students will qualify for management positions within the Board of Education or in private industry which were not previously available to them.

Project Director:

Steven C. Brauch
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Latino Institute
Reston, Virginia

There are over 20 Hispanic education projects throughout the United States working toward a relevant model for Hispanic adult education. They serve a population that includes illiterates, elementary school drop-outs, and individuals intent on obtaining a high school diploma to pursue college studies. They offer culturally sensitive, bilingual, learner-oriented programs in which curriculum content is consonant with the learner's life experiences as an adult resident of this country. Their approach toward adult education is called "Educacion Liberadora" (liberating education).

Latino Institute is a private, non-profit, community-based organization, created in Chicago in 1974. It is devoted to serve the needs of Hispanics both in the city of Chicago and the wider United States. Aware of the problems faced by Hispanic "Educacion Liberadora" projects due to their geographic isolation, Latino Institute moved to serve them through the development of an Information and Resources Center for "Educacion Liberadora" (IRCEL).

This is the first of a 3-year grant. It aims at providing "Educacion Liberadora" projects with a means for networking and information exchange that will permit the identification of successful "Educacion Liberadora" components (personnel preparation, recruitment and retention strategies, curriculum development and support services, among others) to integrate them into an Hispanic Adult Education Model. It will also facilitate the exchange of technical assistance services between projects and assist them in obtaining the recognition of the wider academic community.

During the first year, IRCEL will produce a regular "Educacion Liberadora" newsletter, a Descriptive Directory of "Educacion Liberadora" Projects, and a Descriptive Index of "Educacion Liberadora" Instructional Materials. Products for the second year may include a short-term training program for "Educacion Liberadora" learning facilitators and a guide for Hispanics interested in creating an "Educacion Liberadora" project within their communities.

Project Director:

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League for Innovation in the Community College
Los Angeles, California

Current figures indicate that in 2-year colleges 67 percent of the faculty are men, 75 percent of administrators are men, and that women occupy fewer that 20 presidencies in over 1200 such public institutions. At the same time, women students account for 52 percent of the total head-count enrollment, and their numbers are growing.

The League for Innovation (a consortium of 17 public 2-year college districts with 54 colleges), and the American Association of Women in Community and Junior Colleges (an 800+ membership Council of AACJC), are cooperating to provide women in community colleges with skills needed to move up in administrative ranks. Fifty women participants paired with 50 mentors agree to a performance contract which involves specified activities providing new administrative experiences and responsibilities. They participate in national skill building workshops and mentor/trainee sessions. In this first year of a proposed 3-year grant, case studies are prepared for distribution and for use as resource materials in subsequent years.

An increase in enrollment in 2-year post-secondary institutions is predicted through 1986, with the percentage of women continuing to increase. This project concentrates on developing leadership potential among women in these institutions and incorporates a mentor-relationship making the up-grading of participant's skills practical in their specific academic settings.

This project will provide access for women administrators in community colleges to a network of support in their efforts to advance to top level administrative positions. It will also provide a minimum of 50 women administrators each year with specific skills identified by hiring officials as those needed for advancement, and increase their awareness of crucial issues facing community college leaders in the 80's. At least 50 college administrator-mentors will have an investment in the program and the participants will become visible role models for college students.

Project Director:

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Maricopa Community Colleges
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Lehman College/CUNY
New York, New York

A senior (4-year) college in the City University, Lehman enrolls substantial numbers of Hispanic students who have little or no command of English upon entrance. Present instructional formats do not meet the needs of these students for attaining English competence quickly enough to meet the University's standards for basic proficiency within the time allowed nor do they expedite the students' progress into the mainstream of the college's liberal arts and professional courses. These students need a more intensively-paced program in English-as-a-Second-Language as well as reenforcement of basic skills in their native language.

Lehman is developing an experimental program for such entering students which consists of a blockscheduled first year composed of 1) an intensive 15-hour-a-week course in English using the Dartmouth Intensive Language Model (DILM) 2) a two-semester sequence in liberal arts courses taught in Spanish. We are using the DILM because of the success it has enjoyed in our foreign language program and because its pedagogic approach imparts oral fluency and self-confidence to our students. The use of a two-tiered staffing system (faculty members as master teachers, specially trained students as peer tutors in drill sessions and writing lab) allows us to maximize student contact hours without undue additional costs. This year is the first of a 2-year grant that allows us to teach two cohorts of about 60 entering students each year.

This program will help students gain skills vital for success in college; it should reduce attrition rates and speed progress toward the degree. While designed for students who hold diplomas from Spanish-speaking high schools or who hold high school equivalency diplomas in Spanish, we think the program will be of value wherever postsecondary institutions attempt to serve sizeable immigrant populations with little or no command of English who nevertheless need a college education in order to enter the mainstream of American society.

Project Director:

Johanna Meskill, Acting Dean of Humanities
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Lehman College/CUNY
New York, New York

Public colleges and secondary schools in New York City in the last decade have faced a massive problem in preparing students for college-level work in mathematics and disciplines requiring quantitative skills. A large population of students with interests in professional and technical careers enter 4-year colleges such as Herbert Lehman College, which is part of the City University of New York, with poor preparation in mathematics.

This project, in the first year of a 3-year grant, focuses on the elementary algebra course which is central to most students' school experience. It is directed at the population of students in Bronx high schools who are "marginally academic" in the sense that they are neither severely deficient in mathematical skills, nor performing adequately by the standards of the state-wide algebra exam.

Computer experiences with the Apple II microcomputer and the TI-59 programmable calculator are designed to enhance classroom lecture and drill. Programs used emphasize opportunities for student choice and initiative in his/her interaction with the computer. Typical programs for the Apple involve computer-paced step-by-step solution of complex algebra problems, explorati[illegible]f relations between algebra and geometry using graphics displays, and games between student players which require calculations from the algebra curriculum. Complementary programs on the TI-59 exploit printed rather than visual output. Programs are grouped in modules for lab use. High school faculty and college student tutors are involved in design and evaluation of lesson plans and modules.

This project, whose goal is to develop a high school program to improve student interest and performance in algebra, will hopefully reduce the need for college-level remediation.

Project Director:

John Mineka
Mathematics Department
Herbert H. Lehman College
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Loyola University of Chicago
Chicago, Illinois

The admission of students into graduate programs in the field of social work is one the major social issues of the 1980's. Project PPQ was designed to identify professional preparation qualities in order to screen potential students into the graduate program in social work at the University of Louisville. The basic objectives of Project PPQ is to develop a procedure for measuring experience which is related to graduate work in this field. Ultimately, decisions about admission to the program and about advanced standing will be made using PPQ's techniques. The design of the project calls for the use of similations and games as a part of the process by which students are evaluated for admission. It also calls for very active participation of students now enrolled in the program who are involved with the development of the instruments and procedures.

In the third year of a 3-year grant, PPQ hopes to further implement and test the procedures developed in our first year of operation. It is expected that students who rank highly based on a PPQ assessment will be successful both in graduate school as well as in the social work profession that will eventually pursue. These techniques are already becoming an integral part of the admissions process at the Kent School of Social Work here at the University of Louisville, and hopefully, other institutions will adapt these procedures in their own admissions policies.

Finally the Project has been the object of considerable interest on the part of many professionals in the field of social work and human services. It is anticipated that these assessment techniques can and will be used for evaluations of professional preparation other than those which occur in the college or university setting, and a dissemination plan is being developed to respond to this need.

Project Directors:

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Don Ifill
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LULAC National Educational Service Center, Inc.
Washington, D.C.

Although financial assistance programs have become the major federal investment in higher education, information systems and technical assistance programs remain inadequate for minority and disadvantaged students. Negotiating the complex financial aid forms is a barrier to students who come from poor families and who do not have the resources to seek financial aid.

The LULAC National Educational Service Centers, founded in 1973, is an 11-city network of bilingual counselors who assist Hispanic and other minority secondary students in seeking financial aid information, in preparing to attend college, and in securing scholarship funds. Each year, LNESC counselors serve over 16,000 students and their parents, without charge; other services include career guidance, retention counseling, and other counseling assistance. LNESC's main experience, however, is in financial aid counseling, as over $30 million has been awarded to LNESC clients.

With this FIPSE grant, in the second of a 2-year grant, LNESC is analyzing its student files to research financial aid packaging for Hispanic students. Preliminary data (and the few national studies) indicate that Hispanic students, although eligible for much need-based aid, are graduating with higher levels of reimbursable debt than are majority or other minority students. These findings are being computerized, and workshops on packaging are being developed to assist financial aid offices in a better distribution of aid. Workshops for assisting bilingual and low income parents are also being developed.

It is expected that this project will lead to improved financial aid counseling, and more efficient use of financial aid information resources. LNESC has begun to participate in national workshops, and has been invited to present its research findings in scholarly forums.

Project Director:

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Lutheran Social Mission Society
Philadelphia, Pennsylvania

Although many colleges and universities have continuing education for women programs, often their location, class style, lack of understanding of ethnic traditions, and inadequate support systems render them inaccessible to working class women. The Women's College Program, in cooperation with Community College of Philadelphia, is a community-based, degree-oriented project (A.A. Degree) which builds on the resources of its students while addressing the realistic barriers to their educational access.

Overall focus is on curriculum development to tailor courses to community needs and student interest, as well as on the provision of supportive services. These include educational counseling, tutoring, childcare, and special interest workshops such as career opportunities, study skills or juggling multiple responsibilities. In this final year of a 3-year grant from the Fund, curriculum emphasis is on Mathematics at the transitional and college levels, and the development of community practicum opportunities in management and Social Services. Materials developed include a Preparatory curriculum manual based on a content approach to basic English skills, and a forthcoming compendium of college-level courses developed or modified within curriculum "clusters" by students, faculty, and project staff.

In the coming year, the Project is planning to relocate, thus expanding its focus on ethnicity to a multi-ethnic, multi-racial population. The first students will graduate with A.A. Degrees, or transfer to area 4-year colleges, while new students will begin a core curriculum in General Studies. Manuals will be disseminated for use by postsecondary institutions and community-based educational programs serving minority populations. Expected outcomes include: increased educational status; improved self-concept; greater employability; incorporation of transitional and college-level courses into the curriculum at Community College of Philadelphia; and, benefits to families.

Project Director:

Ellen Tichenor
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University of Maine at Augusta
Augusta, Maine

Access to educational opportunities is particularly minimal for adults in rural areas and small communities remote from urban centers. Postsecondary programs and services are limited in variety and scope, reaching only a small proportion of adults in Maine. UMA provides primarily associate degree programs and support services for adults in a geographic area in excess of 6,000 square miles. Greater cooperation among community organizations can effectively address many of the educational needs of adults.

In the second year of a 2-year grant, UMA is working with other agencies and organizations to develop community-based adult learning cooperatives in three coastal communities. A Cooperative's membership includes public and private organizations such as human service agencies, public school adult education, labor-related groups, museums, libraries, hospitals, recreation groups, individual providers, YMCAs and postsecondary institutions which are working together to expand local educational programs and services to provide better information and referral in order to reach those adults previously unserved, to eliminate duplication of services and programs, and to better utilize existing resources.

Toward this end, the Cooperatives have: 1) published a local Learning Opportunities Directory listing all available programs, 2) jointly planned and delivered needed programs, 3) established local telephone-based Learning Exchanges, 4) sponsored Learning Resource Festivals and 5) provided one another with current information about programs and services to facilitate better inter-agency referral.

During the second year, the Cooperatives will repeat many first year efforts in addition to developing and delivering new programs and services. A computerized occupation information system will supplement career exploration workshops. Training will be provided for Cooperative members in such areas as program development, evaluation, needs assessment, organizational change, development of support services for consumers and volunteerism. A formalized system for assessment of prior learning will be developed by the participating postsecondary institutions.

Project Director:

Pamela MacBrayne
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Mary Baldwin College
Staunton, Virginia

Mary Baldwin College (MBC) will develop and conduct a 2-year dissemination project based on the Adult Degree Program (ADP), a FIPSE funded project, to facilitate and support the development and implementation of high quality adult programs at five other liberal arts colleges in the South.

In the eighties, the struggle for the survival of small liberal arts colleges will be exacerbated as the traditional 18- to 22-year-old population continues to decline. Colleges will turn to the adult student to bolster enrollments without full knowledge of the wide range of services required by adult students.

This dissemination project will include six major areas of activities: 1) development and distribution of a case study of ADP, 2) a study of adult programs in the SACS region, 3) a planning/selection period in which participating colleges will be nominated and selected for project involvement, 4) an implementation period in which program directors and staff from each college will further develop and implement an adult program designed for their unique environment, 5) a network development period in which the staff from each college will review the ADP and other program models, attend adult education seminars/conferences and discuss and determine individual needs, and 6) ongoing consultation from the project director through intensive on-campus visits and follow-up by phone and correspondence.

Intended outcomes include providing a service to colleges in the SACS region who have requested detailed adult degree program information to facilitate program development on their own campuses will implement individualized programs that provide flexible learning options, assessment of prior learning in-depth advising, alternative delivery systems and support services to adult students.

Project Director:

Dudley Luck
Mary Baldwin College
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University of Maryland—College Park
College Park, Maryland

As the campus planned for the fall 1980 implementation of its new general education program we become aware that standard teaching methods were not adequately taking into consideration the program's developmental goals.

Because experiential learning processes--concrete experience, reflective observation, abstract conceptualization, and active experimentation--are developmental processes, they can be used effectively to accomplish the goals of the program. Therefore, we have developed a project to bring experiential learning systematically to bear on the general education curriculum. The project is a joint effort of Experiential Learning Programs, which coordinates service/learning, internships, and cooperative education, and the office of the Dean for Undergraduate Studies, which has developed and administers the program.

Over the course of 24 months, two groups of seven faculty will work with teams of consultants consisting of one developmental theorist, one experiential educator, and one skilled faculty associate from campus to design new curricula and evaluation instruments. During the 1981 school year, as 14 courses are offered to over 500 students, faculty will meet regularly to discuss teaching issues and to adapt strategies, methods, and materials.

Participating faculty will share their experiences with their colleagues by acting as resources at faculty development seminars and by preparing essays describing their models, to be circulated on and off campus. The project can thus influence the teaching styles of many more faculty and the learning styles of thousands of students at a time when the campus is changing its concept of general education.

Project Director:

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Massachusetts Institute of Technology
Cambridge, Massachusetts

We need to provide increased opportunities for community information and learning services relevant to the general public. Computers have been shown to have capabilities in this area, but with the obstacle of being too esoteric.

The Cambridge Community Online Information and Learning (COIL) Center is a computer-based system designed especially for easy interactive use. In the first 2 years of its 3-year grant period, the COIL Center Project team will have essentially completed an Agency Referral System, its major component. This includes designing personal interviewing means and questionnaires for gathering the relevant information and for forming the computerized data base, including some 200 service agencies in the City of Cambridge, structured by 12 service areas. The agency subsystem allows community residents to privately retrieve detailed information about agencies which meet their specific needs. This work involves a cooperation between project staff at MIT, the City of Cambridge, the Cambridge Public Library and an Advisory Group including people involved with human services in Cambridge.

Other components being implemented for the COIL Center include a Community Bulletin Board, Planning Aids to assist with personal decision-making and access to other types of information. A critical analysis of the system is scheduled for the third year of the project, by the project staff, the Advisory Group, and the user population.

The COIL Project will improve our knowledge of a) procedures for generating and maintaining public-oriented information data bases; b) the nature of the interaction process between the public and computers, c) the potential for user-initiated, computer assisted, individualized learning. The project will yield a system package consisting of a hardware configuration, software (including a full set of computer programs) and thorough documentation to facilitate replication in other communities across the country.

Project Director:

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Medgar Evers College/CUNY
New York, New York

Medgar Evers College, a branch of the City University of New York, developed a Division of Adult Continuing Education in 1973 in response to urging from leaders of the inner city community in Brooklyn it serves. The Division was successful in identifying and serving the needs of a large population of non-traditional adult students. Adults have flocked to attend classes offered by this underfunded unit of the institution, but to date, no degree programs have been developed to unify the educational experiences of those who have attended.

The challenge to be met in this 1-year grant is to provide a planning structure which will ultimately result in the development of such degree programs. Because of the fiscal restrictions currently imposed on the CUNY system, no funds have been available in the past to either plan or implement such programs. In addition to developing the resources to house such a program at Medgar Evers in future years, planning conferences will be held which will confront the following issues and concerns: 1) how to develop time sequences for courses to be offered to inner city degree-seekers, 2) identifying the appropriate kinds of educational programs (e.g. assessment of prior learning, credit for life experiences, etc.) which may meet the needs of this adult population, and 3) planning the appropriate recruitment, registration, and processing procedures to implement a completely developed adult degree program.

The expectation is that after a period of discussion and planning, an implementation phase will be undertaken, hopefully with financial support from CUNY, which will result in the development of a model program for inner city communities and their adult citizens.

Project Director:

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Memphis State University
Memphis, Tennessee

In the 1980's and 1990's colleges and universities are facing the complex dilemma of precipitous enrollment declines among traditional age college students, faculty retrenchment and shrinking resources. At the same time institutions need to position themselves to serve adult learners more effectively. Such institutional change will not come easily, since times of retrenchment are often characterized by a sharp decline in innovation.

Nevertheless, there is now extensive research available on institutional change, on adult development and on educational practices that most enhance adult learning. The purpose of the Institute for Academic Improvement, a component of the Center for the Study of Higher Education at Memphis State, is to assist colleges in using their research and in implementing programs and policies that serve adults more effectively. Its activities include action research in which member institutions study and evaluate their efforts in innovation; information services in which the Institute connects people with exemplar models and knowledgeable resource people; on-site consultation with academic improvement teams; residential workshops on topics of particular concern to the teams; summer seminars for indepth study of planned change and adult development; and doctoral and post-doctoral studies in higher education. The FIPSE grant which provided start-up funds for the Institute is in the final year of a 3-year grant.

The Institute has created a network of colleges that share common objectives and values concerning ways to serve adult learners more effectively, and it will continue to coordinate the efforts of the member colleges by providing staff support and the range of activities listed above. The educational services provided to the adult learners at the member colleges will be enhanced, and the theory of planned change and adult development will be enriched by the systematic efforts of the Institute and its member institutions.

Project Director:

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Memphis State University
Memphis, Tennessee

Minorities make up approximately 75 percent of the Memphis public school enrollment. Very few of these students are being properly prepared and motivated toward college programs in engineering (the same could be said for science, medicine, etc.).

Memphis State University is state supported and has as a primary objective to furnish higher education for the local population. It does this through the conventional colleges including engineering. The absence of proportional numbers of minority students in engineering has been a concern for some time. Contributing factors are lack of information about, and motivation toward, professional careers largely due to insufficent environmental situations. Decreasing enrollments in eight and ninth grade Algebra and other science courses clearly indicates that the majority of students do not choose the academic preparedness track as they go through junior and senior high school.

This project will be a coordinated effort through the Memphis city public school system and will attempt to alleviate some of the situations mentioned above. Achieving students will be identified in junior high school and cultivated into academic or pre-college curriculum as they progress through high school. Supplemental materials will be supplied to math and science teachers for enrichment and interest building. During this first year of a 3-year project, four schools will be selected for development, expanding to eight the second year, and into the entire school system during the third year.

Project Director:

Roger E. Nolte
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Mexican American Cultural Center
San Antonio, Texas

The large Mexican-American poulations in urban areas of the southwest are in desperate need of well trained and informed leadership. Frequently, the Mexican-American is not represented in the political, economic, and educational policy-making process, despite this population's severe needs and in some areas their numerical predominance. As a result of the poor representation on policy-making boards, the Mexican-American community has little influence in their government, schools, media, and broad-based organizations. Many of these problems can be partially attributed to a shortage of trained leadership.

The Mexican-American Cultural Center, a non-profit community organization founded in 1972, is structurally comprised of three institutes focusing on community activities, language and media activities, and leadership development. Based in San Antonio, since 1972, over 7,000 students have participated in the Center's educational programs. The Center, as part of a 1-year grant, is developing a special program on Basic Administration and Community Organization for young potential leaders who have an interest in working in community development efforts. Graduates from local San Antonio high schools are selected to receive the training in management and community organizing, upon the recommendation by their school, community organization, parish, or community leader. A major aim of the workshops is to provide the program participants with a better understanding of management skills and the power structures of society. The students gain insight into the social conditions of the Mexican-American by putting into practice the course studies. They interact with community organizations and learn from real experience about social change.

This program will provide potential leaders with skills and experiences from which they normally are precluded. The participants will become prepared with insight into how change within the social system can take place. It will also prepare them for future careers that are more closely related to community needs.

Project Director:

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MALDEF
San Francisco, California

Chicanos and other members of racial/ethnic minority groups continue to be severely underrepresented in the legal profession. This underrepresentation persists despite the approbation which the United States Supreme Court expressed in Bakke with respect to diversification of law school classes and the use of racial factors as one criteria among the many which law schools assess in evaluating candidates for admission. In response to the underrepresentation of minorities in law, the Mexican American Legal Defense and Educational Fund, a national policy organization with an established record in civil rights including equal educational opportunity, has founded a Program for Access to the Legal Profession.

The Institute, during the first year of a 2-year grant, addresses four component areas to increase minority participation in the legal system: 1) early identification and recruitment of talented minorities; 2) criteria used to determine who receives offers of admission; 3) retentive and supportive programs for minorities enrolled in law school; and 4) bar passage programs.

With the assistance of the law schools, national legal organizations, and an Advisory Committee constituted of eminent figures in the legal profession, MALDEF is developing model approaches for minority recruitment, admissions, retention, and bar passage. The models will be based on a thorough state of the art literature review, surveys of outstanding existing practices, and innovative theoretical approaches capable of implementation by law schools nationally.

The models will represent exemplary approaches to be used to increase significantly the numbers of Hispanics and other minorities who succeed in law school and become members of the legal profession. American Bar Association new Standard 212 requires law schools to undertake affirmative action with groups that have been historically underrepresented in the law. The Institute's model approaches will provide vehicles for achieving the goal of greater minority participation in the legal profession.

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Miami-Dade Community College
Miami, Florida

A significant milestone in the evolution of American higher education has been the emergence of self-paced instructional programs designed to promote mastery learning. The capability of an institution to provide self-paced instruction is directly related to its ability to offer courses on either a variable time (VT) or a variable credit (VC) basis.

Miami-Dade Community College, a 2-year public postsecondary institution founded in 1960, has a current enrollment in excess of 60,000. Minority students collectively comprise a majority and over 60 percent of the students attend part-time. As at most institutions, the major obstacle to wider utilization of VT/VC instruction at Miami-Dade is that its dominant management, accounting and records systems are tied to fixed term boundaries and standard amounts of credit. Significant deviation from the normal lock-step schedule of events requires jury-rigging of these systems. Moreover, lack of system sophistication makes it impossible to compare costs of VT/VC instruction to those or more conventional programs.

Miami-Dade is currently entering the second year of a 3-year project having the overall objective of greatly facilitating its utilization of VT/VC instruction. During the first year, the project staff extensively researched the operational characteristics of VT/VC programs at colleges and universities across the nation. The findings of this study are presently being incorporated into an Instructional Model, a generalized functional program description. During the second year, the staff will develop an Economic Management Model which will accommodate implementation of the Instructional Model and allow, through use of simulations techniques, the assessment of financial impact. Both models will be pilot-tested and evaluated on one campus of Miami-Dade during year two. College-wide implementation of these, along with development, validation and implementation of a compatible Record Accounting System is scheduled for the third year.

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University of Michigan
Ann Arbor, Michigan

The Community CTC (Classroom-Telephone-Computer) Learning Network for Fundamental Reasoning Skills addresses the problem(s) of using existing educational and communications technology to deliver cost-effective, stimulating instruction in fundamental intellectual skills--to any interested person with access to a suitably-equipped microcomputer or to a computer terminal linked to a time-shared computer system. The individualized learning interaction provided by the CTC Network is potentially accessible to students at all educational levels as well as to working adults, drop outs, retirees, and persons who are temporarily or permanently homebound. Instruction is offered at the convenience and pace of the learners and delivered over the telephone in the comfort of their own homes.

The Instructional Gaming Group at the Mental Health Research Institute of the University of Michigan is in the third year of a 3-year project to adapt a computer program for generating instructional sequences in mathematics. More convenient, and cost-effective delivery systems are being explored: 1) computer terminals on the University of Michigan System; 2) mini-computers available to most secondary, community education, and college programs; 3) microcomputers that are becoming increasingly available as personal computers at home. Additional instructional sequences in other subjects will be developed later.

The short-range objective of the project is to mount and assess the demonstration model of the CTC Network to those needing remedial instruction in four specific populations: women, minority college students, community college students, and homebound and institutionalized persons.

Successful operation of the Ann Arbor model will be a prelude to dissemination of the CTC Network to postsecondary, community, remedial, and outreach education programs throughout the country and to colleagues in Detroit, Chicago, Los Angeles, Flint, Dearborn, and elsewhere who already use these instructional games.

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University of Michigan
Ann Arbor, Michigan

Television, long referred to as the enemy of literacy, can be brought to bear in helping solve a problem it may have helped create. The English Composition Board (ECB) is bringing together a distinguished group of faculty members, artists, and professional production people to develop a specially structured television program designed to foster better writing.

The 1-year grant is seed money to cover costs for an experimental 30-minute color television program with its supplementary educational materials to be tested for their effectiveness in classrooms and with general audiences. The ECB has already surveyed other efforts related to the televised teaching of writing and has reviewed research regarding audience reactions to educational television. The pilot, designed to be shown in its entirety to general audiences or in 15-minute segments to audiences in classrooms, is a direct response to requests that the ECB expand its dissemination efforts.

In the past, educational television producers often have underestimated the difficulty of creating first-rate materials that enable viewers to learn. We are not underestimating ourselves or our audiences. With the pilot and research regarding its effectiveness in hand, the ECB would be ready to pursue support to complete the full 10-program series of Write Write.

Project Director:

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Miles College—Eutaw Campus
Eutaw, Alabama

The Miles College-Eutaw Campus is a cooperative effort to bring a college presence to a small rural, predominantly Black community in West Alabama. Its students are working adults with jobs which require split-shift schedules and overtime work requirements. The average schedules for our students only permits small blocks of time for course preparation and class attendance, and, as a consequence, attrition is a major problem for the institution.

To solve these problems, Miles-Eutaw is designing a new curriculum with two basic components: a series of curriculum development workshops for faculty and a newly instituted writing and speech laboratory. The workshops are developing a curriculum which will individualize the instruction provided for students. This will be accomplished using a modularized design which organizes course materials into units of instruction.

The writing and speech laboratory works intensively with students to provide aid for problems which they may be encountering in class. Each student has an individualized set of learning strategies which are developed to aid in strengthening his or her communications skills.

We are currently in the third year of a 3-year grant. The first year focused on an internal review of the goals of the college, a study of the current curriculum, and the development of new course and program objectives. In the second year, the actual testing of the new course units and the redesigning of additional new units was completed. In the final year, attempts to implement a new curriculum and to evaluate its impact will be undertaken.

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University of Minnesota
Minneapolis, Minnesota

In recent years the University of Minnesota (a public, land grant institution) has restated its concern for excellence in teaching, and an increasing number of its faculty have sought various ways to become better teachers. This project is based on the assumption that teaching will be improved as faculty become more aware of the developmental needs of their students and as they learn to adapt instruction to those needs.

Four consultants will be working this year (the third of a 3-year grant) with about 40 faculty at the University of Minnesota in four colleges. Faculty participants teach undergraduate and graduate level courses, ranging from large lecture classes with 100 or more students; small seminar classes with 10 to 15 students to individual clinical tutorials. Although the activities vary depending on the needs of the participants, the general model followed involves three parts: 1) individual consultation, in which a teacher and a consultant discuss teaching problems and make a joint effort to develop new ideas for improvement; 2) classroom observation, which provides the consultant with first hand information about what the teacher does so that feedback can be more accurate and helpful; and 3) faculty seminars, in which a small group of faculty meet regularly with their consultant to share "theories" of students, and to work on teaching approaches, and other relevant aspects of their teaching.

We expect that participants will become more aware of their personal "theories" of teaching, will better understand the developmental needs of their students, and will develop and use alternative teaching approaches better adapted to their students. We also expect that this consultation model will be established as ongoing activity at the University beyond the years of Fund support.

Project Director:

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Mississippi Industrial College
Holly Springs, Mississippi

The traditional liberal arts curriculum is not well designed to meet the needs of students from the rural south, who are culturally and economically disadvantaged. These students suffer from a new kind of dual educational system that prevents them from achieving competency in the basic skills that are prerequisites for postsecondary education.

Mississippi Industrial College is a private co-educational, senior college founded by members of the Christian Methodist Episcopal Church in 1905. Its historical mission has been to provide educational opportunities to Black and other disadvantaged students.

Mississippi Industrial College is developing a 4-year sequence of basic skills and communications learning experiences linked to clusters of general education and major area courses within a competency-based framework. The model is expressly designed for meeting the needs of college students who are disadvantaged and from the rural south. The project also proposes to enable disadvantaged learners to pursue a postsecondary education and to graduate being able to demonstrate a mastery of communication skills and techniques of managing knowledge. And finally, to enable students upon graduation to demonstrate a concern for human relations and a readiness for life time learning. This is the second year of a 3-year grant.

During the second year Summer Institute, the same basic group of faculty gathered for 1 month to develop competencies for the general education program in the areas of personal knowledge, cultural values, asthetics, sciences and synoptics. At the end of the Institute the short-term objective of having developed a complete set of competencies for general education had been met. Evaluation workshops will be conducted twice during the year as in the first year.

Project Director:

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University of Montana
Missoula, Montana

Legal education today faces a serious challenge in integrating training in practical legal skills with traditional theoretical coursework. There is a question whether the existing format of legal education can handle that integration or satisfactorily meet the needs of law students who will not have even informal apprenticeships available to them following graduation from law school.

Founded in 1911, the University of Montana School of Law limits its enrollment to 225 students, the large majority of whom will practice in Montana. The first phase of this project involves a detailed study of the legal profession in Montana, specifically identifying the knowledge and professional skills which are required for present practice and those which are expected to be required in the next decade. The second phase involves an examination of the existing law school curriculum in the light of the identified needs of the profession, and the development of a curriculum specifically designed to meet those needs. Attention is given to both course content and teaching methodology. Evaluation of the curriculum follows as the final aspect of the project. This is the first year of a 3-year grant.

The project will review the assumptions and methods of traditional legal education, particularly as they relate to the needs of lawyers practicing alone or with a few others in a rural setting. By developing specific programs to meet identified professional requirements, it is expected that the educational program can be more focused and more efficient in its use of time and resources. This will permit devoting more time to both the theoretical foundations of the law as well as practical training required by graduates who will deal directly with clients upon graduation. Because many law schools serve essentially non-urban areas, the educational program which results from the project will be potentially useful to law schools throughout the country.

Project Director:

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Morgan State University
Baltimore, Maryland

Morgan State University, a historically Black 4-year public institution, has developed a multi-disciplinary set of graduate degree programs in the Built Environment professions. Disciplines included in the program are City and Regional Planning, Architecture, Landscape Architecture and Urban Design. This is the final year of a 3-year grant which will continue to support the development, recruitment and promotional elements of the program.

Activities accomplished during the second year of the grant include: refining the BES curriculum structure; production of the BES brochure and catalog; accreditation by the American Planning Association; initiation of accreditation by the American Institute of Architects; and the initiation of a community education project by the Center for Built Environment Research.

In this final year, the grant will sponsor a guest lecture series, develop a job placement program for our students, and sponsor a visiting review panel.

The expected outcomes of these programs will inherently improve the current representation of minorities in the Built Environment professions. Nationally, these new programs will establish Morgan State University as a significant center in Built Environment education. Of more general significance, however, will be the development of a cadre of minority professional designers and planners with a broad knowledge of human habitats and the development of user generated research data for application in the solution of Built Environment problems.

Project Director:

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National Association of Office Workers
Philadelphia, Pennsylvania

Women over 40 face severe problems in finding or changing jobs, being trained or promoted, and earning an adequate salary. These problems compound the difficulty of accruing an adequate retirement income. Midlife and older women workers are in desperate need of career and retirement education and counselling to address these problems.

Working Women is a national membership organization which works to upgrade the status of women office workers. Midlife and older members brought this need to the attention of the organization.

Working Women is beginning the first year of a 2-year grant to design a program of individual counselling and small group seminars to supply midlife and older women workers with new attitudes, knowledge, and skills concerning their careers and retirement. The sessions are tested in the first year in three cities, followed by three or four in the second year.

The program is designed with the working woman in mind -- sessions are held after work or at lunch; materials are easy to understand; and the subject matter successfully addresses the practical educational needs of working women.

This program will design and test much-needed curriculum materials: These materials will be disseminated to educational institutions for broad use, as well as other affiliates of working women's organizations.

Project Director:

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National Congress of Neighborhood Women
Brooklyn, New York

The community offers a natural setting in which to develop grassroots leadership, particularly for women. The NCNW neighborhood college, begun in 1975 provides an A.A. degree program in the community through co-sponsorship with a college. The project now seeks to consolidate its work, develop stable sources of funding, train staff to operate the program and further explore community resources.

Three Brooklyn communities form a consortium representing 300-students. A liaison person implements the program, initiates new courses, and negotiates contractual agreements, thereby easing the adjustment to new college sponsorship. Community advisory boards and resource personnel assist an improved exchange between the neighborhood and its local college program. A community-focused practicum is offered between semesters. Leadership skills are also learned by increased student involvement in program decisions and daily management. The consortium is designing a B.A. program for continuing students and alumnae. Support services geared to adult women provide transition from the A.A. program as well as options to traditional occupational/educational choices.

This is the first year of a 2-year grant. The project will enable three programs to do collectively what none could do well alone. Equipping students/residents with new knowledge, skills, and credentials will contribute to local stabilization and revitalization efforts.

The project will provide models for intergroup cooperation and coalitions, A.A.-B.A. programs for adult learners, and a strategy for developing community leaders.

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National Congress of Neighborhood Women
Brooklyn, New York

Higher education has recently focused on mature women's needs. However, many low and moderate income women, for both cultural and economic reasons, do not attend traditional colleges. The National Congress of Neighborhood Women, a non-profit organization, is developing a community-based postsecondary degree program designed for adult family women who are involved in community activities.

This is the third of a 3-year grant to replicate the program in Carroll Gardens, Brooklyn, New York and the South Side, Pittsburgh, Pennsylvania. Approximately 100 learners are involved in both the Brooklyn and the Pittsburgh sites. In each locale, the community group enters into co-sponsorship with a college. The program is administered by the on-site community group; classes are held in the neighborhood; local issues provide an experiential base for academic courses; student work, papers, articles, surveys, and panel discussions are shared with the community. Students develop leadership skills through participation in all phases of the program, including faculty selection and curriculum development.

This program enables students to earn their degree while helping to improve neighborhood life. Products include a description of co-sponsorship between a community group and a college, as well as curriculum materials relevant to the neighborhood studies concept. Although it is designed for women, community development aspects of the program also relate to groups such as senior citizens, rural populations, and American Indians.

Project Director:

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National Society for Internship and Experiential Education
Washington, D.C.

Use of internships, field experiences, cooperative education, service-learning, and other forms of experiential education has expanded very rapidly in higher education in the last decade. Faculty and other practitioners in experiential learning are often unaware of the written and human resources now available to help them with effective integration into the curriculum, assessment of learning outcomes, community outreach, etc. Questions about the value of experiential education inevitably follow. No adequate dissemination system for proven approaches currently exists. In addition, the labels used for various types of programs are inconsistent and often confusing. A "generic language" and help with interpreting otherwise useful literature are needed for successful adaptation of existing knowledge. The National Society for Internships and Experiential Education (NSIEE) is an association of practitioners who work with all forms of sponsored experiential learning. Begun in 1971, NSIEE has felt the severity of these problems because of overwhelming numbers of requests for help.

NSIEE is developing the Peer Assistance Network in Experiential Learning (PANEL) to engage practitioners who are using sound practices and successful models in providing direct assistance to their peers and to newcomers in the field. Inquirers call a toll-free number and request resource papers on their topics of concern. These contain a concise overview of the problem by the best thinkers in the field and references to the best 2-3 written materials available. PANEL also gives the names of nearby peers who can offer further help. The peer network is emerging from a national survey of practitioners willing to share what they know. Five national organizations are cooperating to offer this new service. This is the first of a 3-year grant.

PANEL will give experiential educators easy access to quality resource papers, a growing network of peers who can support their efforts, and national and local sources of on-going assistance.

Project Director:

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National Women's Studies Association
College Park, Maryland

A significant number of the more than 325 Women's Studies Programs across the U.S. now award credit to students for field work experiences appropriate to a practical exploration of "women's issues." Field study options for women's studies students are increasing, and their importance in the post-secondary curriculum is becoming more apparent. Pedagogical approaches, procedures and problems need to be shared among faculty who place, teach, and supervise students; women's studies programs need institutional supports, materials, models, and resources for optimal growth in this area.

The National Women's Studies Association, a non-profit educational organization of feminist educators, recognizes the role it can play in meeting faculty and program needs in the field and in coordinating women's studies networks and their activities with others doing related work.

Last year, the first year of a 2-year Project to Improve Service Learning in Women's Studies, NWSA completed a survey/assessment of current needs and practice in women's studies field experience education; held a week-long residential faculty development seminar; presented sessions on service learning and field experience education at the NWSA Annual Convention; made presentations and provided information to other meetings and groups; began compilation of essays and materials for a Women's Studies Service Learning Handbook.

The Handbook, distributed initially to women's studies programs and others closely involved with the Project's work, includes results of our survey, theoretical essays and institutional case studies, sample materials, a bibliography and resource list. It should also be of interest to other campus/community groups sponsoring service learning activities. Seven regional workshops, in 1980-81, will bring the Handbook and other first year experience to faculty and administrators; sessions at the 1981 NWSA Convention and other meetings will continue to build the networks of practitioners that will use resources gathered and maintained by the Project.

Project Director:

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Native American Educational Services, Inc.
Chicago, Illinois

From a total college enrollment of 2,000 in 1964, the present Indian student population has risen to 25,000. This phenomenal growth rate, however, is offset by an extremely low retention rate. Native American Educational Services (NAES) addresses this problem by developing inter-institutional relationships.

NAES is an independent educational institution offering a Bachelor of Arts degree for persons working in some phase of community or tribal development, with study sites at the following locations: Fort Peck and Northern Cheyenne Reservations in Montana and Santo Domingo Pueblo, New Mexico. NAES operates under a bi-lateral agreement with Antioch University, was granted Candidate for Accreditation status in its own right by the North Central Association of Colleges and Secondary Schools (7/78), and is planning for accreditation as a free-standing college within a 5 year period.

NAES has a unique degree-completion model which needs strengthening at each of the tribal/reservation sites and equalizing among all four study sites. First, we need to structure and formalize the NAES relationship with reservation areas through the tribally chartered community colleges on the Northern Cheyenne and Fort Peck Reservations and the Board of Regents of the All-Indian Pueblo Council. Second, we need to structure and formalize the NAES relationship with selected Chicago area colleges, libraries, and other resources for later extension to the reservation/tribal sites and integration into the academic model. This is the first year of a 2-year grant.

The project will lead the way for selected graduates of local community colleges to matriculate for a B.A. at NAES, and will enable selected NAES graduates to proceed with graduate work.

Project Director:

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University of Nebraska
Lincoln, Nebraska

This Program for the Advancement of the College Teaching of Science (PACTS) provides opportunities for tenured college teachers of chemistry or physics to devote sabbatical leave semesters to studies in teaching rather than in research. Such leaves are not commonly endorsed by postsecondary institutions, nor are they often funded by agencies supporting organized faculty development programs. This is the final year of a 3-year grant, our first year was devoted to soliciting and evaluating applications from prospective PACTS fellows.

Each fellow undertakes an individualized program of study and a specific project. His or her study may include participation in teaching assistant training, faculty orientation workshops, teaching-oriented seminars, and graduate courses in development and learning. The current ongoing projects include the complete revision of a freshman science laboratory and the preparation of a self-paced sophomore level bioscience course. Drs. David W. Brooks (Chemistry) and Robert G. Fuller (Physics), project codirectors, involve fellows as observers in a variety of other ongoing educational research and development projects. Fund monies provide support for the dislocation, travel, and project activity expenses of the fellows, but major funding is provided through fellows' salary from home institutions.

The outcomes will be evaluated using a pact between the program and the home institutions. The impact of each fellow's leave upon the home institution is to be compared to that of a colleague who had a traditional sabbatical leave. One outcome of our project is already apparent: our fellows have come to view instruction from a new perspective. Two hoped for outcomes are a sabbatical leave model for funding agencies to support on a regular basis, and the use of such leaves as mechanisms for the dissemination of instructional innovations. Other outcomes include benefits for the fellows, for their institutions, and for the students who will benefit directly from the materials developed.

Project Director:

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New England Regional Joint Board
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Apparel workers in New England, more than any where else in this country, are facing extensive changes in the technology as well as corporate and managerial makeup of the industry. While these changes are necessary in order for industry survival, the medium range impact on job mobility and security for the traditional workforce can be devastating.

The New England Regional Joint Board of ACTWU represents more than 13,000 of these workers. Through this grant the Joint Board is setting up a structure through which all of the workers have expanded opportunities to improve both their educational levels and to receive special training and instruction in changes now transforming the industry.

The Basic Skills Program established educational committees in every local union to provide members the opportunity to receive instruction in areas such as English as a second language, high school equivalency, and math and writing skills. The staff is working with local resources and the union members in developing these classes in non-traditional settings.

The Non-Traditional Education Program, in this first year of a 3-year grant is addressing the specific problems and issues surrounding the technological and corporate changes in the industry. Through involvement with college, industry, and special programs, the staff and rank and file of the union has the opportunity to gain new skills and understanding regarding new machinery, new personnel methods and changing corporate structures.

Ultimately, the union member will expand his understanding of how to deal with the changes in the industry and hence take a step toward greater job mobility. The added knowledge will also better equip the union staff and members to deal creatively and constructively with the day to day problems these industry changes present.

Project Director:

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New Environments for Women, Inc.
Boston, Massachusetts

High-technology industries are expanding exponentially in Massachusetts, creating heavy demands for scientifically-literate workers. Disadvantaged youth, served in large numbers by the CETA system, currently have little access to these opportunities. Serious communications/information gaps exist among systems: industries, CETA service deliverers, public/private training institutions, and youth themselves.

New Environments for Women is a private consulting firm with 7 years' experience developing career mobility strategies for women and other disadvantaged populations. The company has worked extensively within the CETA system, the public schools, higher education, and the private sector. It is in a unique position to help close knowledge gaps and promote the active utilization of high tech career information by the CETA system on behalf of youth.

Project HI-STEP is planned as a 2-year effort, of which this is the first year. Phase I involves eliciting cooperation from all systems to be impacted and conducting accurate occupational research on this changing field. Phases II and III involve training 150 CETA youth staff and 250 CETA youth from across the state to better understand high-tech careers. Second-year plans include local assistance to CETA staff in accessing local/regional resources and designing regionally-appropriate responses. Ten model strategies will be put in place and documented. During the second year, the project will also disseminate findings and resource/training materials to broader audiences.

Project HI-STEP will create more positive, knowledgeable approaches to the labor market among CETA youth staff; will demystify scientific/technical careers for staff and youth alike; will stimulate local change agentry to better connect opportunities with needy populations; and will actively challenge industries and training institutions to open more channels of access for disadvantaged populations.

Associate Project Director:

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University of New Mexico
Albuquerque, New Mexico

Instituting innovative educational programs in an established medical center is a major challenge facing educators today. The University of New Mexico School of Medicine is pioneering the development of a separate experiential, student-centered, problem-based curriculum co-existing with the established track. The Primary Care Curriculum (PCC) provides early (first year) role modeling experiences in medically underserved areas. One goal of PCC is to increase the number of rural primary care physicians.

This project addresses two goals which will substantially increase the likelihood that PCC will survive to become a permanent curriculum via legislative funding. They are: 1) to increase faculty participation in and commitment to PCC; 2) to implement a management system to oversee PCC operations. These goals are being met by holding faculty development workshops, providing remuneration to departments as an incentive for faculty involvement, collecting data to develop a system of documenting faculty efforts in PCC applicable to support tenure and promotion, providing data relevant to the cost-effectiveness of developing and maintaining PCC, generating data relevant to the continuance and transferability of PCC. This is the first year of a 3-year grant.

Over the next 3 years PCC will increase the size of its student body from 25 to 65. Twenty-four percent of the present student population of PCC are ethnic minorities (Hispanic, Native American). Fourty-four percent are women. Twenty students will be admitted each of the next 2 years.

This project will allow a small group of individuals working full-time in PCC to develop a new approach to education within an established medical institution. It will encourage the participation of more faculty in PCC and move a learner-centered medical education curriculum from foundation to legislative support.

Project Director:

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New York City Police Foundation
New York, New York

Writing is the least heralded police function. Kojak and Baretta wield every weapon but a pen. In reality, police supervisors (sergeants and up) write many words; what keep a large police department running is the voluminous flow of documents. Yet police education, focusing upon law enforcement, does not stress writing. How can the police best be taught the writing skills they need?

Through its Police Management Writing Project, the New York City Police Foundation, a private non-profit institution, in cooperation with John Jay College of Criminal Justice, is surveying writing and editing skills, practices, and traditions in the New York City Police Department. In the first of its 2 years, the project analyzed bulletins, orders, reports, patrol guides, and other narrative materials and interviewed supervisory personnel in precincts and bureaus ranging from the Civilian Complaint Review Board to the Arson and Explosion Squad. The results are profiles of police writers and of police documents.

These profiles are now, in the second year, being incorporated into a new curriculum in police management writing for the immediate use of the NYPD but adaptable to any large department. The curriculum, including classes for detectives, sergeants, lieutenants, civilians, and other groups of writers, is being tested in pilot form. One series of courses is being offered in the Police Academy's Executive Development Program for captains. The project is also recommending methods to improve the NYPD's system of written communication and its assessment of writing abilities. A conference will be held in the spring of 1981 to share findings.

In these ways, the project will improve police services to the public and will also illuminate for college instructors one important environment where schooled writing skills are challenged and transformed in the crucible of experience.

Project Director:

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North Ward Educational and Cultural Center
Newark, New Jersey

In most large urban areas, cross-cultural education is an acknowledged but neglected concern. Often, existing cross-cultural curricula seem unsuitable for specific purposes and groups. Because of their traditional distance from community life, colleges may not be able to offer substantial help in creating or improving upon curricula for increased cross-cultural understanding.

The North Ward Educational and Cultural Center, a strong community-based organization, has, over the past 10 years, played a unique role as an advocate agency for the needs of the ethnic working class in the North Ward of Newark, N.J. The NWECC has worked in collaborative efforts with other community-based organizations in Newark, and cross-cultural activities have played a major part in Center activities.

Montclair State College, is a publicly supported institution of higher learning. The college has been involved in developing cross-cultural education as a curricular priority, especially in the area of teacher education.

In this 1-year collaborative project, NWECC and MSC are bringing together 20 community leaders from Newark in a series of weekly seminars in order to develop and implement a relevant cross-cultural curriculum. With input from the participants themselves, from project staff, and from Montclair consultant faculty members and student interns, the seminars provide a unique opportunity for various leaders representing different cultural groups to co-design a curriculum which has value for all as an educational tool.

The central goal of the project is the development of a curriculum in cross-cultural education which is broadly accepted by participating community leaders and by Montclair State College, and which can be disseminated to similar groups, colleges, and communication media. Through the vehicles of weekly seminar the project aims to improve cross-cultural knowledge, attitudes, and skills by the productive interaction and collaboration of project participants.

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Northeastern Illinois University
Chicago, Illinois

There is a growing need for university-based teacher education programs to broaden career preparation for students so they can consider employment by agencies, businesses, and industries who are developing training and educational programs. Such preparation would help students develop the skills needed to conduct training activities while orienting them to the roles and functions of the social service agencies and to the "world of work" in the business/industrial setting.

Northeastern Illinois University (UNI), a public 5-year university, has developed an Education Studies Major (ESM), which prepares students to be educators in non-school settings. The ESM provides a bridge between the student who is motivated and has the skills to teach, and client-serving organizations seeking personnel who can teach in non-school settings. An internship provides the opportunity for students to bring together their skills and interests with organizations seeking them. This is the second year of a 3-year grant. It is anticipated that six faculty members, 140 students, and 25 business, industries, and social service agencies will be served by the project.

Four major outcomes are expected. First a pool of motivated, skilled persons with a background in educational technology, learning theory, social psychological skills, and a desire to work in non-school settings will be trained to work in businesses, industries, and social service agencies. Internships will be established in a number of cooperating organizations, and faculty members will learn to negotiate placement sites and to work successfully with interns and personnel in the businesses, industries, and agencies. Finally, management and training materials will be developed which can be adapted by other institutions seeking to establish similar internships.

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Northern Kentucky University
Highland Heights, Kentucky

A widespread problem today for so-called "pure" academic disciplines is that students in America are becoming increasingly practical. In Sociology and Anthropology, a meaningful job comes only after a M.A. degree, usually a Ph.D. Northern Kentucky University is presently implementing an interdisciplinary Applied Program in Sociology and Anthropology, geared to qualify students for applied jobs with only the B.A.. This program provides a viable career path for students interested in these disciplines, and it provides a highly useful (and inexpensive) research expertise to organizations which hire such students.

Northern Kentucky University is a state regional institution serving a rural-urban local community. Students are predominantly first generation college students, and many are older.

This first year grant provides intensive faculty support to advise students pioneering in this program, and frees faculty to develop necessary relations with local agencies, organizations, and businesses to place students in practicums and permanent jobs. The six training tracks have been screened to ensure there are viable job possibilities for students completing the training: minority affairs, consumer affairs and business, community service agencies, medical, gerontology, and corrections. Students are trained in both sociological and anthropological methods, and in evaluation research. Students perform lower level research functions, either helping an organization make sense of data already possessed or in developing new data bases for evaluation.

The aim of the program is to train students to do evaluation work in a specialized field, and simultaneously to convince employers that a B.A. degree holder will provide useful and inexpensive research services within the organization. Thus, development of the training program will also result in development of a new job niche. Additional training tracks are to be added after the program has succeeded.

Project Director:

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Northern Rockies Consortium for Higher Education, Inc.
Logan, Utah

The parallel movements of instructional development and faculty development to date have had impact upon few of the institutions of higher education in the four-state region of Utah, Idaho, Montana, and Wyoming. Institutions in this region share similar problems, ranging from the rural, isolated nature of many of the schools to the special needs of energy-impacted areas to the scant population and resource base.

The Northern Rockies Consortium for Higher Education has been built from an existing consortium arrangement and uses a small professional staff to involve a group of 22 schools in a widening scope of instructional improvement activities. Five resource schools help provide technical assistance to 17 designated pilot schools, 10 of them now in their second year with the consortium. Each institution commits the half-time services of one faculty member to instructional development activities on their own campus. Following training in a consortium workshop, this Institutional Representative works with a faculty committee to develop a local plan of activities. Consortium staff and resources can be used. Activities include the conducting of faculty workshops, exchange of consultant expertise, intensive course development, and the visits of faculty to other consortium projects. All activities are directed toward the four established consortium goals: instructional development. faculty development, institutional development and inter-institutional exchange. The consortium is in the third year of a 3-year grant.

The project should foster the improvement of the quality of instruction at participating schools, the development of a regional resources directory and an increased level of inter-institutional exchange throughout the four-state region. The Fund grant and our study of the successes and failures of other consortia is allowing us to offer a service to a region where such an operation otherwise have never begun.

Project Director:

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Northwestern University
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It has been estimated that as few as 20 percent of all humanities PhD recipients in the 1980s will be able to find teaching positions in postsecondary education, the traditional area of employment for up to 95 percent of some humanities fields. Humanities graduate students are in great need of counseling regarding non-academic employment opportunities and the tools needed to seek and obtain such jobs. However, senior faculty are often unable to assist their students in this search and most university placement services are set up only to counsel undergraduates.

CIC, the academic consortium of the Big Ten universities and the University of Chicago, is sponsoring a Workshop on Nonacademic Careers for Humanities PhD's in November, 1980 plus undertaking a number of associated follow-up activities. The workshop focuses on informing key humanities administrators and senior faculty in the CIC universities of the employment opportunities outside of academe open to persons with advanced training in the humanities and of the job-seeking skills humanists need in order to exploit those opportunities. Speakers at the conference include nationally-prominent leaders in analyzing the academic job market and in developing innovative and cost-effective programs designed to ease the transition of humanities doctorates into non non-academic careers.

Post-conference activities include the publication of a handbook for university faculty on nonacademic career opportunities and advising students about them, and follow-up site visits to CIC campuses will evaluate on-campus programs in existence and assist with the development of new programs. The projects are part of a 2-year grant.

The workshop will create on each CIC campus a core of knowledgeable humanities faculty and administrators who will work to develop effective on-campus programs to counsel humanities graduate students throughout their period of study and to assist them in seeking and finding fulfilling careers outside of the university.

Project Director:

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Octameron Associates
Alexandria, Virginia

Success breeds success, and awards and academic honors tend to become stepping stones that lead to additional awards and honors. Students who are recognized by such awards develop an enhanced sense of self-worth. Their growing credentials and confident personality equip them with formidable engines of upward mobility. They tend to outdistance their contemporaries in the competition for entry into prestige graduate schools, choice jobs, and professional appointments.

Octameron is a small publishing firm which specializes in researching and disseminating information about student financial aid. In the course of our work, we have noted a rapid growth in the availability of college-sponsored academic/merit scholarghips. We also noted that the great majority of the 40,000 scholarships awarded each year benefits white middle-income students. Students from a low-income, non-white background generally do not know about these awards. The reason: colleges generally do not publicize the awards to counseling centers serving low-income, non-white students; and counselors assigned to such centers generally emphasize federal, need-based student assistance programs, while ignoring other options.

Octameron proposes to close this information gap by disseminating information on the 40,000 academic/merit scholarships (offered by almost 700 colleges) to counseling centers serving low-income, non-white students. We also plan to follow up on this effort by learning how many students acted on the information which we provided and succeeded in obtaining a prestigious academic/merit award. The project is in the first year of a 3-year grant.

We trust that our efforts will enable many able youngsters to get on the "fast track" and gain an ever-widening edge in the competition for graduate school and entry into professions. We hope to open another path to upward mobility.

Project Director:

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Oregon State University
Corcallis, Oregon

The College of Liberal Arts within Oregon State University faced a sharp decline in enrollment together with a number of problems similar to most colleges of liberal arts. One response has been the development of a vigorous professional development program.

The basic hypothesis underlying our proposal is that faculty members from within a complex institution with no special administrative title or responsibilities can be effective in facilitating the improved performance of their colleagues. We are now starting the third year of a 3-year program. In the first year we trained five faculty members to serve in a developmental capacity. Team members were selected in the fall and trained by three training deans. These team members have been working with their colleagues for four quarters. This fall we select our second team and they will also undergo two quarters of training based on a rotating internship with the Dean of Research, the Dean of Undergraduate Studies, and the Dean of the College of Liberal Arts. The first team members have submitted 47 anonymous case histories reflecting the CIPP (Context, Input, Process, and Product) model of evaluation.

The long-range goal of the program is to increase the effectiveness with which the faculty perform their obligations of instruction and scholarship. The case histories gathered to date suggest that there is a fairly sharp critical period in the consultation process where success or failure is determined. Further histories should allow us to evaluate this and many other hypotheses at the end of the full 3-year period.

Project Director:

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Organization of American Historians
Bloomington, Indiana

In recent years, the history of women has won a recognized place in Women's studies programs and in discrete courses within history departments but has not been integrated into the mainstream history curriculum. The challenge lies in introducing material on women in such a way as to preserve a structured political narrative yet to establish female experience as central to historical process. The Organization of American Historians--the second largest historical association in the country--is a private, nonprofit institution devoted to promoting interchange between historians and American society as a whole. The OAH is sponsoring a comprehensive project to integrate the history of women into the basic European and American survey courses. Four teams of three members are designing curriculum packets for each semester of the surveys at all types of postsecondary institutions. The packets include possible syllabi, suggested readings for instructors and for students, sample examination questions, proposed lecture topics and outlines, and essays which explain the process of selection and the changes. The packets are then circulated among commentators and conference participants in preparation for a conference at Indiana University in Bloomington in March 1980.

In the second year of a 2-year grant, the project is emphasizing the participation and the broad dissemination of materials among history instructors at public and private, 2-year and 4-year institutions. Twenty target institutions have agreed in advance to use the materials and to send at least two delegates to the March conference. These participants are evaluating the project at all stages.

There will be a follow-up conference for all those who have tried the materials. The curriculum packets will then be printed and distributed as broadly as possible. The project is expected to respond to the widespread demand among postsecondary history instructors for assistance in incorporating women's history into the basic history teaching, thereby reinvigorating the surveys nationally.

Project Director:

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Organization of American Historians
Bloomington, Indiana

Women's history is a "frontier" field, which has only in the past few years won recognition and acceptance. The history of Black women, has been doubly obscured and neglected. The Association of Black Women Historians (ABWH) was organized in 1977 to reverse that trend.

The Organization of American Historians, in cooperation with ABWH, seeks to heighten the educational and employment opportunities of Black women historians, and promote the study of Black women's history.

For this purpose, the OAH will undertake a variety of activities. Representatives of ABWH are meeting with the OAH program committee in order to plan for panels and workshops on Black women at the 1982 OAH meeting. In addition, there will be a special attempt to support graduate students who are writing dissertations in Black women's history. The project will also survey the current state of research and teaching in the field. This is the first year of a 2-year grant.

This modest project will strengthen and give visibility to the Association of Black Women Historians, in general.

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Pacific Basin School of Textile Arts
Berkeley, California

Employment in the arts has always been limited. There are few professional opportunities, and success at self-support is rare. Yet, in textiles there is a potential for self-employment through production and commission work for example, that does not exist in traditional fine arts media. Until now, artisan programs which place an appropriate emphasis on technical and business skills, along with aesthetics have not been available.

Pacific Basin School of Textile Arts, an independent school founded in 1972, has designed a professional Certificate Program in Textile Art with specializations in loom weaving and fabric printing. It is an important alternative to collegiate programs and independent classes for the student with professional goals. Lower costs and flexible scheduling make the program accessible to a varied population. This is a 3-year program with options for part-time study. It accommodates a maximum of 30 students.

The curriculum includes beginning and advanced classes in textile processes, design and history, production and marketing. Well equipped facilities are available to students at all times. Production classes introduce advanced equipment, efficient methods, and recordkeeping. An innovative marketing curriculum begins with an examination of goals, explores resources available to the textile artist, and culminates in an action plan appropriate to the individual student's career plans. Bookkeeping, pricing, cost control, contracts, and taxes are presented in practical formats. The faculty are all artists and professionals in their fields. This is the second year of a 3-year grant.

Participants are textile artists, well-trained in their medium, who have defined professional goals, and tested these within the context of different career routes available. The documented program, along with a resource handbook on the marketing curriculum, will be an adaptable model for all artisan education.

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Pacific Region Postsecondary Education Council
Washington, D.C.

The U.S. territories in the Pacific (Guam, American Samoa, Commonwealth of the Northern Mariana Islands, and Trust Territory of the Pacific Islands) share a unique critical problem. Their combined total population of roughly 300,000 people (half under age 19) live on hundreds of islands spread over an area larger than the continental United States. None of the area's institutions and political jurisdictions has resources enough alone to overcome the huge geographic and economic barriers to fulfill the expanding postsecondary education needs of its people. Many islanders study abroad and either do not come back or return to find no jobs suited to their education.

The Pacific Region Postsecondary Education Council was formed to identify and seek cooperative solutions to critical problems shared by the region's separate institutions and territories. Its members are the presidents and board chairmen of the University of Guam, Guam Community College, College of Micronesia, Community College of Micronesia, Micronesian Occupational Center, Northern Marianas Community College, and American Samoa Community College.

In the first year of a 2-year grant from the Fund, the Council will meet periodically and obtain technical assistance (the Academy for Educational Development). During the next 2-years, the Council intends to become a permanent regional institution that will assist and link the efforts of all the member institutions. The Council has identified a half-dozen critical problems and is organizing as many task forces (Council members, staff, and consultants) to develop regional solutions to each one.

The Council's long-term plan is to increase access to and expand the services and programs of the region's postsecondary education resources through cooperative planning and development and sharing of those resources.

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Faculty hold one key to student learning as they decide what, why, when, and how to teach students. But faculty tend to be weak in a) articulating the epistemological or the pedagogical bases for their teaching, b) awareness of the important research findings of the past 25 years pertaining to student development and individual differences among students, and c) sophistication in developing and using different teaching methods. The project is a cooperative effort of 12 colleges and universities, some public and some private, located in different parts of the country, and serving very divergent student clienteles.

The project is now in the third year of a 3-year design. During the first 2 years, selected faculty members worked intensively with small groups of students in their own classes in ways enabling them to become better acquainted with their learning modes and styles. Faculty members also have worked in cooperation with colleagues who were interviewing and observing students in the same classes. Faculty members were trained to enhance their interviewing and observational skills as well as make heuristic use of such instruments as the Omnibus Personality Inventory (OPI) and Perry Scales measuring stages of cognitive development. One distinctive aspect of the project is that the faculty are co-inquirers into the phenomenon of student learning and make use of their findings as a basis for re-designing and re-structuring the classroom setting.

The project is bringing about a clearer articulation of cognitive and affective patterns of students learning and is providing faculty with needed instrumentalities for supporting and guiding student learning. The project participants are in the process of developing written materials and videotapes that can help faculty in any institution who might wish to undertake a similar effort. A handbook, videotapes, and audio tapes should be available by the fall of 1981.

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Institutions and related public and private agencies and organizations actively providing postsecondary education are increasingly having to engage in interinstitutional cooperative planning and action on a regional basis in order to provide a better match of regional needs to resources. In many natural socioeconomic and demographic planning regions, however, cooperative action is hampered by a state boundary or other artificial jurisdictional lines which divides the region. Both Pennsylvania State University and Catholic University (collaborating institutions) have well-developed programs of study and assistance to postsecondary institutions, agencies, and organizations working to improve interinstitutional cooperative regional action.

The project launches a 2-year pilot demonstration action plan in two natural socioeconomic and demographic planning regions divided by state boundary lines. The regions (southwestern New York-Northwestern Pennsylvania and Gulfcoast Florida-Alabama-Mississippi-Louisiana) characterize conditions found in many other places. All active postsecondary educational "delivery systems" in each region are cooperating to create a Postsecondary Education Regional Leadership Action Council (PERLAC) for project guidance; the Council represents local, state, and regional level policy decision makers as well as the persons who, as students, are to be served.

Outcomes of the project will be improved policies at local institutional, regional, and state levels which affect regional interinstitutional action; specific new linkages between and among institutions, agencies and organizations engaged in postsecondary education in the region; compilations of information on needs and resources, regionwide; mechanisms for more open and timely exchanges of such information across jurisdictional lines; better student and general public understanding about postsecondary education, regionwide; and, most importantly, a structure and a process for keeping the regionwide focus active in the future.

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University of Pennsylvania
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Even though women's educational opportunities are expanding, and women's absolute numbers are increasing in university, professional and graduate schools, women's participation in leadership activity is not increasing at a proportionate rate. The University of Pennsylvania has seen a steady and rapid increase of women enrolling in graduate and professional programs, and has seen a steady movement away from traditional "feminine" areas of study among women undergraduates. Women's academic performance in all of these areas has been fine, but according to our studies, their status--even their presence--in undergraduate student activities and student government has not increased. In fact, it even appears to be declining.

The Penn Women's Center, Women's Studies Program, and Higher Education Resource Services, Mid-Atlantic, has designed a leadership training program for graduate and undergraduate students at Penn. The essential components of the proposal are: two academic courses (fall and spring), two behavioral skills laboratories (fall and spring) and a practicum in leadership. The two courses will be offered through the School of Social Work: The Sources and Uses of Power Within the Organization, and the Sources and Uses of Communication within the Organization.

Experimental labs will be included in the program. The first semester laboratory will concentrate on the application of values clarification and decision making processes to career goals. The second semester lab will deal with communication skills, assertive behavior, public speaking skills and leadership styles. Videotaping will be used in both labs. And students will also participate in a leadership activity, either in student government or in a community organization. There will be 2-day institutes at the end of each semester to integrate the experiences. This is the second year of a 2-year grant.

The program will enable women participants to increase their aspirations, skills, and opportunities and will allow male participants to develop sensitivity to new styles of leadership and skill in more democratic modes of leadership.

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Peralta Community College Dis
Oakland, California

Postsecondary education is attracting increasing numbers of adult learners. In some cases, organizational structures of colleges are changing to provide education for this clientele. The noncampus community college, staffed by part-time faculty, is one way some community colleges are responding.

Vista College, a noncampus, 2-year college of the Peralta Community College District, serves six cities in the San Francisco Bay area. Enrollment increased from 935 students in 1977 to 13,000 in 1980. The number of part-time faculty increased from 50 to 300. Classes are held in over 400 different locations within a 64 square mile area.

Providing inservice training for the faculty has proven to be a challenge. Particular problems include: 1) isolation of faculty in many different locations; 2) issues in teaching adult students (average age 41); 3) faculty who have discipline expertise but little experience teaching adults with diverse learning needs; and 4) lack of faculty knowledge about adult development and learning.

This 3-year project, now in its first year, will establish a program to increase teaching effectiveness of part-time faculty. Activities will include two major components: 1) refinement and expansion of existing faculty orientation, communication, inservice and evaluation; and 2) development of a team of five part-time faculty who will be trained as peer teaching/learning consultants to provide their colleagues with technical assistance.

A major outcome of the project will be increased effectiveness of faculty development activities. The project will develop orientation materials about teaching adult learners, newsletters dealing with teaching/learning issues in a noncampus college and reports of faculty development activities. It is expected that project outcomes and materials will be of value to colleges who employ significant numbers of part-time faculty, as well as colleges where there are increasing numbers of adult students.

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Philadelphia School of Office Training
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PSOT, a private associate degree-granting business school, has been training students for business since 1916. We have become aware that a large portion of the potential continuing education student population lacks high school credentials. We have also become aware that many prospective adult students experience concern about their academic abilities and concomitant fear of failure. At the same time, we note that students who complete our practical skill-oriented programs respond to the sense of mastery they gain and, as a result, pursue additional learning.

Experimentation on a small scale leads us to a program which eliminates the current two-stage process of obtaining a GED and then applying for admission to a postsecondary program. Students can enroll in a 1-year program which combines GED test preparation with courses designed to prepare students for office positions. In addition, students are being provided with specialized courses in personal, social, and career development as well as on-going counseling support services.

The program is in the first year of a 2-year grant and is expected to serve an initial population of 24 to 40 students. The program provides an otherwise unreachable population with access to postsecondary education by preparing students for taking the GED test while enrolled in "for credit" postsecondary vocational training.

At the conclusion of the program, students will have high school credentials and, in addition, job skills. They will be prepared for, and assisted in, obtaining employment. In addition, they will be prepared for further postsecondary education. In furthering their education, the skills learned will enhance personal performance and ultimately entry-level job skills. The program will provide a model for replication by other business schools, community colleges, and others who serve otherwise unreachable adult students.

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Pikeville College
Pikeville, Kentucky

The Pikeville College Center for Continuing Education proposes to establish Satellite Centers in Pike County in rural eastern Kentucky as an outreach of its present program. In this third year of a 3-year grant, the Center seeks to serve people not presently served by the College, in locations isolated by steep mountains and poor roads.

With funds from the Edna McConnell Clark Foundation of New York the Center was established in July, 1976, to carry out the community service function of the College. In its 4-year history the Center has served over 5,000 persons with non-credit programs and seminars from puppetry to GED (General Education Development) preparation classes.

The specific object of the Satellite Centers project is to provide an educational experience to those persons not presently served by local postsecondary institutions. Since the people of eastern Kentucky have a fear of education and are more concerned with daily survival, they will be offered non-credit courses of interest with emphasis on recreation and self-improvement. If education is to touch these people's lives, it must be immediately accessible and non-threatening, have direct applicability to their basic needs for living, and above all, be a personally satisfying and self-enhancing experience.

Local advisory councils maintain control of the programs and assess community needs. The Center will offer special topic seminars for specific groups in addition to the course offerings as indicated by the assessment.

We hope the Satellite Center concept will break down the barriers to education that currently exist here and that eventually the Center and faculty of Pikeville College will work together to establish credit classes in these communities.

Project Director:

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University of Pittsburgh
Pittsburgh, Pennsylvania

The Language of the Disciplines Project focuses on the identification of communication problems encountered by beginning university students in specific disciplines and the development of techniques for helping them overcome such problems. The University of Pittsburgh, a state related, inner-city university, admits students from all socio-economic backgrounds. In recent years, courses and resources have been developed to help students bridge the gap between the communication skills required in the high school and the university; this project represents another needed step.

During the first year of this 2-year project, project assistants are working with professors and students in introductory psychology, philosophy, and physics classes. They hold weekly Student Language Study Sessions with 15 students from each subject for the purpose of identifying and defining specialized disciplinary language in four categories of communications: 1) key concepts underlying communication in the discipline, 2) specialized vocabulary, 3) metaphor of the discipline, and Language of the Disciplines 4) "thoughtways" of the discipline. The sessions are designed to assess the degree to which students are able to perceive and master these compon components.

During the fall term of year one, Faculty Language Study Groups comprised of 12 faculty members from the three disciplines will formulate techniques for identifying and defining the language components and for assessing the degree to which the components are discipline specific. During the winter term these faculty groups will examine information gathered during the first term to analyze and expand upon the findings.

The primary outcomes of the project will be: 1) identifying and classifying communication problems related to discipline-specific language, 2) sensitizing faculty members to these problems; 3) developing teaching strategies and instructional materials, and 4) disseminating project materials.

Project Director:

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Polytechnic Institute of New York
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There has been a limited number of programs aimed at women with bachelor's degrees who are unemployed or underemployed with respect to their abilities or aspirations as scientists. Most of these have been supported by the National Science Foundation.

Several of the directors of successful reentry projects feel that from these has emerged a model of how to do a project of the sort -- a model which we can teach to those at other institutions who may be wanting to run a project of their own.

This is a program to both disseminate the model and start some new activities at locations where nothing has happened so far. A consortium of Polytechnic Institute of New York, University of Dayton, and California State University - Northridge will carry out the program. Evaluation will be done by the Denver Research Institute.

Our program begins with three regional reentry training seminars, communicating our approach, and helping schools to form their own ideas of reentry projects. We expect participation from at least 100 institutions.

In the second phase we form a network of these interested people to provide them with as much support as possible towards starting new reentry projects. This will include mini-grants to approximately 30 projects as reentry incentive awards to help them begin.

In the third phase, networking activities for postbaccalaureate women's reentry projects will continue. We will begin a newsletter, visit projects, and evaluate our activities.

Project Director:

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Polytechnic Institute of New York
Brooklyn, New York

A large percentage of minority women enter postsecondary education at a 2-year college. Few of these women continue to earn advanced degrees that qualify them for careers in technical fields or management. Yet, career aspirations expressed by many talented minority women 2-year college students are consistent with professional engineering or management careers, and the job opportunities in these fields are excellent. Unfortunately, enrollment in a vocational program at a 2-year college means that many minority women will be unable to realize their goals.

The effects of sex role stereotyping and of a tracking system in higher education are apparent. Although 22 percent of all managers are women, only 8 percent of these women are Black. In engineering and computer science, there are even fewer minority men or women.

The Minority Women in Management program at Polytechnic involves two very different types of institutions of higher learning. In the first year of the project 33 qualified minority women were identified by counselors and staff at 2-year colleges within the City University of New York. These women received intensive counseling, and remediation in mathematics. They transferred into a combined B.S. and M.S. degree program at Polytechnic in which they can earn an M.S. in Management within 3 years.

In the final year of this 3-year grant approximately 50 students will be enrolled in the program. These women can earn advanced degrees in management, computer science or transportation engineering. Thirty-five additional students will enter in the fall of 1981.

Expected long range outcomes of this program are to increase the participation of minority women in management and selected engineering fields.

Project Director:

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University of Portland
Portland, Oregon

Nursing in Oregon, following a national trend, is presently developing a plan to prepare nurses at only two levels. . . the Associate degree for practical nurses and the Baccalaureate degree for registered nurses. To meet this need for the baccalaureate degree, associate degree, and diploma prepared nurses are eager to obtain a Bachelor of Science in Nursing (B.S.N.). However, in states such as Oregon, where most of the population lives in rural and small town areas, Registered Nurses (R.N.s) are geographically isolated from universities offering B.S.N. degrees.

One area of Oregon where nurses have acutely identified this need, is the Southwest part of the state. Nurses, hospitals, and community colleges are working with the University of Portland School of Nursing to have nursing courses necessary for the baccalaureate nursing degree offered in the southwest Oregon town of Roseburg; in a flexible, part-time manner, using independent study modules.

The project is in Phase III of a 3-year grant. The University nursing faculty is using independent study modules to teach nursing courses in southwest Oregon. Groups of 12 nurses will complete necessary nursing studies to earn the B.S.N.

Through the sharing of resources between health service agencies and community colleges in southwestern Oregon and the University of Portland School of Nursing, R.N.s will have access to professional as well as liberal arts courses in their home area. Thus, completion of this project will result in: 1) an increase in the number of B.S.N. prepared nurses in an educationally geographically isolated area of Oregon; through use of a flexible, part-time independent study program of nursing; 2) use and evaluation of an innovative model for education of the R.N. learner at the baccalaureate level; and, 3) testing of methods and materials which will assist nursing faculty to increase their effectiveness in implementing educational programs for adults.

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Puerto Rico Junior College
Rio Piedras, Puerto Rico

Private higher education institutions in Puerto Rico have been challenged to expand college opportunities available to high school graduates and to non-traditional students seeking postsecondary education. The challenge has been accepted, but due to budgetary and space restrictions it is very difficult to serve all those seeking postsecondary education.

Puerto Rico Junior College (PRJC), a 2-year nonprofit private coeducational institution, aware of its role for providing more opportunities for those students, is making higher education more accessible to other members of the community through its Center for Educational Television (CET). Though a new door has been opened, it is necessary to provide additional tools and aids in order to help these students finish their college education successfully.

PRJC is establishing several study centers throughout the Island which are an integral unit to the students' learning experience and allow them to meet with their tutors as well as classmates to exchange and clarify ideas and course content. Exams are also administered at the centers. In addition these centers also work with adult high school dropouts in order to prepare them to take the High School Equivalency Test (HSET). These adults are oriented on how they can apply for the HSET and are given tutoring classes in order to prepare them for taking the test. This is the second year of a 3-year grant.

This project will aid CET students in clarifying ideas and concepts as well as performing better in the courses taken. The adult population not having a high school diploma will have more opportunities for obtaining it, thus providing them more opportunities to compete in the postsecondary education system of Puerto Rico.

Project Director:

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Raza Center for Alternative Education
Los Angeles, California

The Raza Center, a private non-profit community-based organization, was created by a working task force of workers, labor organizers, students, community activists, and adult and university educators to promote and provide worker-centered education using problemposing methodologies for Latino workers. Latino workers face various socio-educational problems in the Los Angeles area. Among them are: 1) lack of relevant, non-alienating and worker-centered education; 2) low educational attainment levels and relatively high rates of functional illiteracy; 3) limited development of survival and communication skills; 4) lack of the integration of the female Hispanic worker into traditional educational and social systems; and 5) relative lack of occupational mobility.

La Escuela Laboral will begin its first year of a 3-year grant in its Fall Trimester (October 13-January 23). The FIPSE grant will allow us to offer a variety of labor-oriented and worker-centered courses and provide expanded staff and participant levels for the coming year. Using methodologies focusing on real life conditions and situations of participants--who are drawn overwhelmingly from local unions and community centers--we will offer classes in literacy, English, immigration rights and laws, Labor law, labor history, collective bargaining, math, photography, and government which can lead to a high school diploma.

It is expected that for the 120 students per trimester outcomes will include the raising of educational performance levels; providing a meaningful, non-alienating education that is worker centered; providing participants with functional abilities to communicate; obtaining a full and equal participation of women; and upgrading labor knowledge.

Project Director:

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Rhode Island College
Providence, Rhode Island

Educational innovations of the last decade have not addressed the low-income and minority populations particularly the so-called "working poor,' of Providence, R.I. The inner-city lacks not only A.A. degree programs designed for this clientele, but also a counseling model and a remedial skills center to see them through this kind of program.

Rhode Island College's Urban Educational Center, founded in 1968 as a tribute to the late Dr. Martin Luther King, Jr., was chartered to serve as a "port-of-entry for the disadvantaged into the mainstream of higher education." Located in the blighted inner-city, accepted and respected by Providence's low-income and minority populations, UEC is ideally situated to serve as a vehicle for Rhode Island Junior College degree programs for this special clientele.

Rhode Island College through its Urban Educational Center is joining with Rhode Island Junior College in a dual-enrollment A.A. degree program to serve the needs of UEC's clientele. This is the second year of a 3-year project. There are four major components: 1) The A.A. degree programs themselves 2) The assessment of experiential learning, both individual learning and sponsored learning. 3) The remedial skills center. 4) The holistic counseling model.

Project Director:

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University of Rhode Island
Kingston, Rhode Island

Nationwide concern about general education in undergraduate curricula has been growing. At the University of Rhode Island, a state university of approximately 14,000 students, a massive reform of general education is underway led by the College of Arts and Sciences. Early in its planning, the College decided that a sound general education program should seek to provide those skills needed to function well in College and to continue learning throughout life and identified the following broadly defined generic skills as essential: 1) the ability to communicate effectively, orally and in writing; 2) the ability to understand and deal with quantitative data beyond elementary arithmetic; 3) the ability to think critically and analytically; 4) the ability to learn through aesthetic and expressive modes. New courses drawing on a variety of disciplines were designed on an experimental basis to facilitate the acquisition and improvement of these generic skills. Concurrent with its launching of the skills courses, the College proposed that the current general education program be restructured and renamed the Basic Liberal Studies Program. This program sets forth a new divisional distribution system wherein students will be exposed to major forms of intellectual endeavors, to the organization of knowledge, and to fundamental principles, perspectives, and skills.

In 1978, the College received a 2-year grant from the Fund to implement the proposed reforms. The grant enabled the College to design, offer, evaluate, and refine four transdisciplinary skills courses, as well as to use the spirit of these courses to redesign existing courses for the new Basic Liberal Studies Program.

The College has Fund support for one additional year to continue its reforms. The expected outcomes will be: 1) the offering of generic skills courses for the adult learner; 2) the incorporation of the new courses into the College curriculum; 3) the development of an Analytical Thinking Skills course in the natural sciences; and 4) the dissemination of information on the products and process of these efforts.

Project Director:

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Richland County School District One
Columbia, South Carolina

Research shows that the lack of field-based experiences for potential school administrators is the major shortcoming of most university preparation programs. Such programs have emphasized educational theories and omitted such field opportunities as internships or apprenticeships.

Richland County School District One serves the City of Columbia in South Carolina. The district has a student enrollment of approximately 30,000 of whom 70 percent are minority. Within the boundary of the district is the main branch of the University of South Carolina, with an enrollment of over 25,000. The University serves as the primary training institution for the state's educators. To date there has been no program in the district to identify and train potential school administrators. The numbers of women and minorities in upper level administrative positions are small, and without an assertive identification program, have little chance of increasing.

Richland County School District One, in collaboration with the University of South Carolina, is implementing a "Leadership Academy" which includes an intern program for potential school administrators as well as the development of a field-based educational administration curriculum. In addition, training for practicing administrators is provided. The district is in its first year of a 3-year grant; it is anticipated that 25 interns and 150 administrators will be served in that period.

This program will provide the district with a cadre of potential administrators from which district administrative positions can be filled as well as an in-service training program for practicing administrators. The most significant outcome of the program, however, will be the creation of a field-based educational administration curriculum model available for dissemination.

Project Director:

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Saint Edward's University
Austin, Texas

As colleges and universities have begun to accept and educate non-traditional populations, the need for academic support services for them has become clear.

St. Edward's, a 4-year independent Catholic university, has a special commitment to teach students from minority cultures who are often academically unprepared, especially in English. Responding to the special needs of these and other students, St. Edward's has developed a series of Basic Skills Labs.

The most recent addition to these developmental programs is the Listening Skills Instruction Project. The Listening Skills curriculum is intended to strengthen the student's ability to process aural information. Exercises stress skills such as focusing attention, finding main ideas, discovering the structure of an oral presentation and taking effective notes. Students are also taught to identify and correct bad listening habits. The project began in Fall of 1979 and is currently in its second year of a 3-year grant. Evaluation results for the project's first year showed that the 180 freshman students who completed one semester of listening instruction made significant gains on a standardized listening comprehension test. The test scores of freshmen who did not receive instruction declined slightly. There was also some evidence that "listening" students' grade point averages were improved by listening skills training. "Listening" students' attitude toward the listening class was positive, and students reported that skills they learned were useful to them in both academic and interpersonal situations.

During the next year, the Listening Skills Instruction Project will continue to provide listening training for academically underprepared freshmen and to monitor the results of instruction. In addition, the project's current curriculum materials will be expanded and an informal listening test will be developed.

Project Director:

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Saint Peter's University
Jersey City, New Jersey

Urban colleges face a changing and often declining student base. To remain effective and relevant, these colleges must reshape curriculum and develop programs which recruit and serve a new population of older, lower-income, increasingly Black, Hispanic, and white ethnic students. These students are often women, heads of families, and concentrated in entry-level employment. They are inadequately schooled in traditional academic skills but are highly motivated and value the opportunity for postsecondary education. They need further training and credentials for job advancement. To meet this need, in 1975, Saint Peter's College, a 4-year, urban Jesuit liberal arts institution, developed an associate degree program in Public Policy for low-income community activists and service workers. The process of implementing this degree indicated clear limits on the education and skills provided--our students needed and deserved more than could be delivered in a 2-year program.

Therefore, Saint Peter's College has developed a 5-year Public Policy curriculum leading to a B.S. degree, using modular scheduling, integrated course work, intensive financial aid and student support services to enable 120 public sector workers and community activists to matriculate as full time students. The B.S. program provides skills training in writing and math and pre-professional training in psychology, education, public administration and planning, and policy development. The program also offers life experience counseling which enables students to evaluate and present for college credit portfolios which document their non-college learning experiences. This is the second year of a 2-year grant.

For colleges facing changing student populations, this program can serve as a model for re-shaping traditional curricula, developing new and relevant course scheduling patterns and providing effective student support services in order to recruit and maintain low income, minority adult non-traditional learners.

Project Director:

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San Diego State University
San Diego, California

We are a 2-year, upper-division branch campus of SDSU with 425 students and 40 faculty, and we are the only baccalaureate degree-granting university within a 100 miles radius. One of the needs of our area is for people who have the necessary skills and education to participate in the developing business and economic growth of the border region. The campus is developing a bachelors degree program in the business area designed especially to meet the needs of Imperial Valley people. It is thus quite different in scope and focus from the highly specialized programs offered on the San Diego Campus. We are also bringing opportunities for continuing education in business to the border-area small business community, to help combat the high incidence of business failure.

The Institute for Small Business Management in the Border Area was founded in September 1978. The community service program of the Institute presents free lecture series and workshops covering basic topics in small business for owners and managers of firms in the border area as well as for people thinking about going into business. More detailed short courses providing intensive study of business functions and operational problems are offered and may be taught in either English or Spanish. The Institute maintains a business reference library and information center open for use by the public.

Accomplishments of the Institute to date include the establishment of an advanced Certificate Program in business administration a proposal for a minor in business management which we expect to be approved in 1980-81 and approval from San Diego State Academic Policy and Planning Committee to place an Administration degree program on the academic master plan for the Imperial Valley Campus and to move toward its implementation.

Project Director:

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San Diego State University
San Diego, California

Higher education faces unique difficulties in serving senior adults. These adults want and meed the stimulation of education but their condition is unique; they have extensive life experience; they do not need the usual career courses; and they frequently lack the mobility and money necessary to attend postsecondary education institutions. Without the opportunity for advanced education, the lives of many seniors become intellectually stagnant. Without the utilization of television, many seniors do not have access to systematic instruction. Without telephone interaction, students at home remain passive and isolated.

The Televised Educational Growth Opportunities (TEGO) project counters these difficulties by making interactive education for senior adults available over cable television. KPBS-TV, public television in San Diego, is transmitting live a number of courses offered by Educational Growth Opportunities (EGO). Both KPBS and EGO are affilitates of San Diego State University, a 4-year public institution. EGO has offered courses, by and for seniors, since 1976 and enrolls an average of 2,000 seniors per term. EGO previously has been unable to reach the homebound or the geographically distant. The TEGO project makes EGO courses newly available to thousands of older adults through cable television and through live telephone call-in with the instructor and senior students in the KPBS studio. San Diego County has more than 210,000 seniors over 65; at lease 40 percent have access to cable TV.

The TEGO project increases educational relevance, availability, and liveliness for seniors. The special needs of seniors for education, information, and social services are better recognized and served, at the same time as seniors actively contribute to the life of society by telecasting their special energy, experience, and wisdom. As the number of senior adults and availability of cable televsion continues to increase throughout the United States, other communities will be able to make higher education for senior adults available through interactive television.

Project Director:

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San Francisco State University
San Francisco, California

That large segments of the population fear and dislike mathematics is not a new phenomenon. In the past this situation was tolerable; however, as our culture becomes more technological, the conflict between the need for computer and statistical literacy on the one hand, and the fear of failure and inadequacy on the other becomes acute. Many students at San Francisco State University (SFSU), an urban state university with a large proportion of minority students and re-entry women, face this conflict.

Five years ago SFSU began a Math Without Fear Program to prepare students to succeed in remedial algebra classes. Based on the experience and success of that program, two new courses, Statistical Literacy and Computer Literacy, are being developed to prepare students to succeed in entry level statistics and computer classes without having to enroll in remedial algebra. A system of PET micro-computers provides students with hands-on experience with computers. The program is carrying on research so the new classes will be homogeneous with respect to students' learning styles. Each semester two SFSU faculty members from a variety of disciplines are trained to teach the literacy courses. This is the second year of a 2-year grant.

This program will evaluate, refine, and institutionalize curriculum in computer and statistical literacy which will: offer a comfortable environment in which fearful students can combat their mathophobia and concurrently sharpen their mathematical skills and reasoning abilities; accommodate, by preselected assignment of students to appropriate course sections, homogeneous learning styles; and be applicable in other colleges, community colleges, and even secondary schools so that students in the future will enter college with mathematical literacy.

Project Director:

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Simon's Rock of Bard College
Great Barrington, Massachusetts

The purpose of this project is to assist in the design of educational environments conducive to women's development.

We have formed a consortium consisting of small groups of educators and learners in nine educational settings varying in orientation (e.g., formal vs informal traditional vs experimental, single-sex vs coeducational), and in age of clientele (from mid-adolescence to middle age). During Phase 1, project directors at each setting will interview students and alumnae concerning their educational experiences and will meet with liaison faculty to dicuss ongoing teaching-learning experiences and implications for new programming. At monthly meetings, project directors, liaison faculty, and invited consultants will pool insights and information on women's development and education.

During Phase 2, each local faculty group, augmented by other interested staff/and or faculty, will plan educational interventions appropriate to its setting for 1982-83. The 7 project directors and institutional contact people will consult with and coordinate the liaison faculty and will also prepare a national invitational conference on education for women's development to be held by Fall 1982. During the final phase of the project, the directors will also prepare a book on "Education for Women's Development" and will make final revisions in materials to be used in a portable workshop for faculty and program development elsewhere.

Contact people:

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Smith College
Northhampton, Massachusetts

Despite recent increases in the number of women in middle management and in business school, few women have progressed to senior management or have been enrolled in intensive executive development programs run by the top business schools. Often a lack of functional skills excludes women from the very programs designed to groom middle managers to senior management.

Smith College, the largest privately endowed liberal arts college for women in the United States, is known both for the excellence of its educational program and for its commitment to the education of women. The Smith Management Program expands that commitment, making available the first intensive executive development institute designed especially for women in low to middle management.

Smith Management Program is designed to reduce the technical and behavioral obstacles to advancement. It is for women without graduate business training, with 2 to 10 years' work experience, and who are in first-line management or staff positions. The participants, sponsored by their corporations, are women whose achievement is based on experiential learning, and who thus may have uneven preparation for broader responsibilities. The program consists of two 3-week sessions at Smith in successive summers linked by an interim year of on-the-job developmental experience designed by and for each participant and her corporate supervisor during a 2-day joint workshop. Each session consists of two tracks: one to enhance broad functional skills, and the other to strengthen managerial skills. This is the first year of a 2-year grant.

This program will provide a unique combination of educational experiences with minimal disruption to personal life or to the sponsoring corporation. Fundamental will be the structured opportunity for each participant to evaluate strengths and weaknesses, examine professional versus personal goals, and, in collaboration with her supervisor, plan a program of education and work assignments that will strengthen competencies and encourage the realization of her potential within the corporate setting.

Project Director:

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Society for Values in Higher Education
New Haven, Connecticut

General education has been declared a "disaster area", and today hundreds of colleges and universities are reviewing their offerings. The Project on General Education Models is a nationwide consortium of 12 institutions that are attempting to strengthen their general education programs. The diversity of institutions--public and private, large and small, universities, colleges, and community colleges--helps to explain why different models of effective general education are emerging.

Some schools are strengthening individual components, and others are opting for more comprehensive changes. Some are stressing a core curriculum and others favor distribution requirements. In terms of content, three different elements of general education are receiving attention: 1)skills, such as communication and critical thinking; 2) breadth, including establishment of criteria for breadth courses and the college-wide review of proposed courses; and 3)integration, such as interdisciplinary seminars and capstone courses.

The Project assists the work at member schools by providing a modest activity fund, holding meetings and workshops, offering consultation, publishing a newsletter, assembling resource materials, and conducting studies. Several materials have been produced, including a resource guide, a student questionnaire, a faculty interview, and several papers on selected topics concerned with the reformulation of general education. This is the final year of a 3-year grant.

Specific outcomes at member institutions include enhanced curricula, stronger leadership, and more fully developed faculty for general education. On a broader level, the Project attempts to help define the terms of what has been called "the new national debate" about general education. For example, it seeks to stress that there is no single model of effective general education, that new programs should be developed primarily to serve the learning needs of students (rather than the interests of faculty or the traditions of the school), and that the character of today's students requires different programs than in the past.

Project Director:

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Society of Hispanic Professional Engineers
Los Angeles, California

Our data indicate that the number of Hispanics in the technical fields is discouragingly low. While most traditional underserved populations continue to show an increase, for Hispanics the reverse is true. The Society for Hispanic Professional Engineers (SHPE), in cooperation with its 16 SHPE student college chapters throughout the country, is working to increase the number of Hispanics in engineering and the sciences. SHPE was incorporated in Los Angeles, California in April 1974.

In the first year of a 2-year grant, SHPE is conducting two major activities. First, SHPE is developing a more intensive effort of recruiting Hispanic students through its student chapters and through closer cooperation with local high schools. The students in the SHPE college chapters have a major role in carrying out this activity. The second activity is a college based student peer workshop group. This group permits junior and senior students to provide assistance to freshmen and sophomores. The areas of assistance include: 1) adaptation to college life, 2) exposure to college services (counseling, financial aid, housing and cultural activities), 3) academic requirements and how to prepare for various classes; and, 4) career planning and development.

During the coming years, student representatives of eight of the SHPE college chapters will meet with Hispanic high school students and their parents to expose them to engineering and scientific career fields, to learn the importance of taking math and science classes in high school, and to hear perspectives of Hispanic students about college life. The goal of these recruitment efforts is to increase the number of Hispanics entering technical career fields. In addition, the college based student peer workstudy group will hope to retain the students currently enrolled in the technical fields on the university campuses. The overall goal will be to develop Hispanic leaders in the technical and scientific career fields.

Project Directors:

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Solidaridad Humana, Inc.
New York, New York

In 1971 Solidaridad Humana began as the "School in the Apartments" in the Lower East Side of Manhattan in New York City. From this experience of teaching in the homes of our community, we began to respond to the education needs and desires of the Latin people with the principle focus on those who were Spanish dominant. This experience focused us on two problems: the isolation of our people and community from traditional institutions, and the lack of programs which would respond to the needs of our people. At the same time, we found the needs of our people to be diverse and requiring a creative and varied response. Over a 9 year period a community-based approach was put together involving the cooperation of five public institutions and offering a comprehensive program including literacy, basic education, high school equivalency, vocational training and studies for college credit.

In 1980-81 Solidaridad Humana enters the third and final year of its grant from the Fund. The first 2 years have focused upon expansion, organization and consolidation of this comprehensive approach. It has been a complicated matter dealing with such a variety of institutions and programs, but the desired outcome has been evident and valuable: an educational environment which promotes the progress of the participants and offers the real connections which make possible a person's transition among various levels of educational achievement.

The Fund grant has also made possible a focused and defined approach in our post-secondary program which combines pre-college preparation and college level studies offered together in our Center in cooperation with the City and State Universities of New York. This program orients people either toward campus-based study or toward a more individualized degree program within Solidaridad Humana itself.

This year will further refine our approach and documentation of the results achieved. This program will show a unique community-based, comprehensive approach to the wide needs and interests present in any adult population.

Project Director:

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Standing Rock Community College
Fort Yates, North Dakota

Access to the baccalaureate degree, in fields other than education, is a large factor inhibiting the economic development of Indian Tribes. As a 2-year institution of postsecondary education, located on the Standing Rock Indian Reservation in both Dakotas, Standing Rock Community College provides a baccalaureate process that is fully accredited and designed to meet the educational needs of the learner. SRCC and North Dakota State University have affiliated to offer this experience to the people of Standing Rock.

The Upper Division at SRCC, in the third year of a 3-year grant, admitted its first student body of 20 people last fall. The majority of these students work in mid-management positions for the largest employers on the reservation: the Bureau of Indian Affairs, Indian Health Service, or the Standing Rock Sioux Tribe. These adult learners are admitted into the Upper Division following 2 years of college, or its equivalent, including significant prior learning experience. They enroll in classes which assist them with designing their degree plans, and participate in core courses in the management area. Competences are distilled from these core courses, and each student's program is individualized with reference to his or her prior learning.

An intregral part of a student's baccalaureate process is sponsored learning. Students participate in a model based upon governance patterns prevalent in Sioux society prior to white contact, thus reaffirming cultural patterns within the degree process and offering the perspective of cultural synthesis.

It is anticipated, that beyond the grant period, Standing Rock Community College will maintain an accredited 4-year degree process that is flexible enough to meet the needs of the reservation learners. The experience gained from the initiation and perpetuation of this process will be shared with others with an interest in serving Indian populations.

Project Director:

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Student National Medical Association, Inc.
Washington, D.C.

Institutions of higher education have long been concerned about the performance of minority students on national standardized tests. Although many reasons have been advanced to account for low scores on the New Medical College Admissions Test (New MCAT), little is being done to remedy the situation. The problem's negative impact on minority opportunity for professional education is evident as enrollment figures for minorities continue to fall behind even the most cautious projections.

The Student National Medical Association, Inc. (SNMA), founded in 1964, is a nonprofit association of over 3,500 minority medical students. In order to assist minorities in gaining admission, to medical college, SNMA completed development of the Pre-Medical Student Assessment Test (PMSAT), which is valid through its content when measured against the New MCAT. This test is used to design short-term intervention strategies to increase test scores.

SNMA is conducting a unique tutorial and preparatory program for approximately 50 minority pre-medical students located in Washington, DC during the first year of a 3-year grant. A preliminary diagnostic test (PMSAT) is administered to highlight and profile student preparation needs, and tutorial self-study modules are then shaped for each student. All students participate in a 12-week accelerated study program covering New MCAT content areas; test construction and item writing techniques; study and test-taking skills; and post-testing. Program evaluation is cooperatively undertaken by the Education Policy Research Institution of Washington, DC..

It is expected that this program will contribute towards increasing the prospect of minority medical school admission, and produce curriculum capable of national application.

Project Director:

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SUNY/Binghamton
Binghamton, New York

Although various forms of computer-assisted instruction (CAI) are used by many colleges and universities, it is often difficult for one school to acquire and use programs developed at another school. The problem of the transportability of instructional programs becomes increasingly difficult as CAI becomes more complex and sophisticated. This often means that instructors who are not also computer science experts cannot acquire and use CAI materials that have been developed and proven elsewhere.

To respond to these difficulties in one curriculum area--elementary symbolic logic--this project is producing a transportable version of the computer-based logic course that was developed at Stanford University and has been used there for more than 6 years.

An important pedagogical component is an authoring facility which enables instructors with no prior programming experience to write their own logic lessons, and modify the curriculum to meet individual needs. The transportable logic course should be in widespread use by January 1981.

A goal of this project (now in the third year of a 3-year grant) is to provide many schools nationwide with a sophisticated computer-based course in logic which does not require a great investment in special equipment and technical personnel. This project will show that complex yet transportable instructional programs can be produced at a central site and distributed to users with a variety of computing facilities. At the same time it will give schools a chance to experiment with a semester-length course fully taught by a computer.

Project Director:

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SUNY/College at Geneseo
Geneseo, New York

Migrant farmworker families, because of their mobility and low socio-economic status, are among the most educationally disadvantaged populations in our country. Approximately 90 percent of migrant youth do not complete high school.

The Geneseo Migrant Center, established in 1968 on the campus of the State University College at Geneseo, N.Y., recognizes the need for serving the career and educational needs of interstate migrant youth on a continuing basis as they travel the migrant stream, to enable them to complete high school and go on to a postsecondary program of their choice. The Migrant Educational Opportunities Program's (MEOP) overall goal in its third year of operation is to increase the number of interstate migrant youth who enter and successfully complete postsecondary programs and to disseminate the MEOP model.

Project activities for the target group, approximately 600 migrant youth in the East Coast Stream, ages 13-20, are designed to increase the youth's knowledge of secondary and postsecondary career opportunities, financial aid, and support services; impact on the conditions that cause migrant youth to drop out of school at an early age; and provide a centralized, personalized source of information and resources for the youth.

An identification/communication system was established during the first year of the project, which continues to utilize existing state and federal agencies and programs, as well as a personalized outreach system of identification, recruitment and communication, as the youth move from state to state. Project staff visit youth in their home base State of Florida. A key element of the successful communication system is a monthly newsletter, REAL TALK, to which youth contribute. This is the final year of a 2-year grant.

Following refinement and evaluation of the project, it will be offered to the middle and far west migrant stream states as a model for reducing the high dropout rate among migrant youth nationwide.

Project Director:

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Temple University
Philadelphia, Pennsylvania

The inadequacy of reading and writing skills among entering college students is notorious. Across the nation, colleges and universities face the problem of finding methods and instructors to help increasingly large numbers of students correct deficiencies in writing skills, build those skills to college levels, and maintain those levels of achievement. Temple University, faces these problems without being able to make any substantial number of new faculty appointments. We must find ways to prepare faculty from departments other than English to teach composition, and we must encourage the teaching of writing in all disciplines at all levels.

Now in the second year of a 2-year grant, the project provides assistance and incentive to meet the reading and writing needs of Temple students. Under the terms of the grant, up to 12 faculty members each year from departments other than English participate in a comprehensive year-long program of work and study to prepare to teach composition. In addition, the grant supports a week-long workshop during registration week, intensive 2-day workshops during the course of the semester, and a series of seminars exploring the writing process during the year.

The program, in the 2 years of its operation, will add 20 to 30 trained and experienced composition instructors to the group of English instructors now available for assignment to composition courses. A much larger group will learn to identify and correct writing errors. Finally a series of seminars in the writing process will develop and disseminate new information about writing and the teaching of writing.

Project Director:

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University of Tennessee
Knoxville, Tennessee

Pharmacists often experience difficulty in obtaining postsecondary education. They are usually distant from colleges and cannot be away from their practices for more than brief periods. Yet there are increasing needs to update professional competencies and to develop new ones.

The College of Pharmacy is the only such institution in the state. It is located on a health sciences campus in the southwestern corner of a state more than 500 miles long and 120 miles wide. The College has developed a Statewide Program of Education and Service with units in five Tennessee cities. This is one basis upon which to extend the College to practicing pharmacists. The College has been a pioneer in developing clinical education and new roles for pharmacists to help meet health care needs.

The College of Pharmacy is developing and evaluating a "certificate" program in patient screening, management, and referral for pharmacists in community (retail) practice. The educational program will include home study, monitored experiences in pharmacists' own practice settings, and workshops at nearby centers. During this first year of a 3-year grant, an interdisciplinary team is developing educational objectives and strategies. The evaluation will be twofold, focusing first upon change in knowledge and skills and secondly upon changes in professional behavior. The latter process will utilize trained research observer methods developed by the project team.

Pharmacists will be able to receive major blocks of instruction at or near their practice settings. It is anticipated that this educational program will help improve the quality of health care services offered by pharmacists, reduce certain health care costs, and promote a more efficient use of health manpower. Resultant educational and evaluation packages should yield additional value as models.

Project Director:

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University of Texas/Austin
Austin, Texas

Widespread public concern over the writing abilities of young Americans has prompted colleges and universities to develop new programs for teaching writing. Yet knowledge of how to evaluate such programs and their effects remains at a rudimentary and impressionistic level. The University of Texas--a large, multi-purpose institution strongly committed historically to teaching writing at all levels of the curriculum--has set out to develop a comprehensive set of evaluation materials capable of serving the needs of its own composition program and those of colleges and universities nationwide.

Currently in its first year, this 3-year project combines three major approaches to writing program evaluation. First, it focuses on the teaching of writing, examining nationwide both curricular and instructional practices to develop instruments for assessing and describing effective writing instructional behaviors. Second, it focuses on writing itself, examining both the processes students use and the products they produce. Third, it focuses on the goals of postsecondary writing programs, examining the real and the ideal goals for programs in divergent settings across the nation.

There are several novel features to this evaluation project: 1) it relies on a comprehensive framework to address the problem of evaluation; 2) it introduces several new dimensions into traditional fields of inquiry; and 3) it is practical in that it attempts to translate current and new knowledge into an evaluation scheme that can be applied to real college settings.

Thus the 3-year project will develop a conceptually based and widely applicable set of procedures and materials for evaluating college writing programs. These materials and procedures will be packaged for distribution to schools and other institutions demanding evaluation of existing writing programs.

Project Director:

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University of Texas/Austin
Austin, Texas

As resources and enrollments in community colleges decline, these institutions are emphasizing staff development activities for their faculties, counselors, and administrators. They are especially in need of low cost, easily disseminated techniques.

The University of Texas at Austin is a public 4-year institution which has housed the National Institute for Staff and Organizational Development in its Educational Administration Department for 2½ years. This Institute provides staff development for over 130 colleges in North America which are members of the North American Consortium and has an opportunity to discover both needs and exemplary practices in staff development in community colleges.

The University of Texas project is designed to assess staff development needs, develop 48 self-paced skill-building modules to answer those needs, and to disseminate the modules to faculty and counselors. Experts in various subjects, such as student self-assessment, prevention of test anxiety, curriculum design, and learning styles, contribute to the series, called the Creative Teaching Series and published by Media Systems Corporation. The modules are attractively printed and illustrated and are available for a modest price. Thirty-six modules have been submitted for publication at this time. Development and field testing are ongoing throughout the funding period.

The Creative Teaching Series will fill the need created by lower enrollments, decreased funding, and escalating travel costs to provide timely and practical skill-building activities to community college personnel concerned about providing high quality education to the adult learners enrolled in their institutions.

Project Director:

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Thomas A. Edison College
Trenton, New Jersey

During the past decade, the adult part-time learner has emerged as an important new higher education client. Although few institutions have established comprehensive adult access systems, a growing number are offering alternative degree programs incorporating various methods of awarding credit for extra-classroom learning, including prior learning assessed through portfolio. With the economic downturn, many institutions are unwilling to start assessment programs and, instead, are joining cooperative assessment centers. Thomas A. Edison State College has taken the initiative to establish a Statewide Testing and Assessment Center in New Jersey.

The College is a non-instructional institution founded in 1972 for the purpose of awarding 2- and 4-year degrees to adult learners who earn credits through transfer, college-level examinations, assessment of prior learning, and special credentials. The College operates the Center which is governed by a Board of Presidents and which provides testing and assessment services for adults enrolled at eight participating colleges. Established in October, 1980 under a 2-year grant, the Center is expected to expand and be self-supporting by the third year.

Edison program advisors assist students in preparing portfolios documenting their experiential learning. Faculty assessors then evaluate the documented learning and make credit recommendations to the Center which sends grade reports to the students' home institutions. The Center also administers subject examinations available in the Thomas Edison College Examination Program (TECEP) and such national programs as CLEP and ACT/PEP.

By extending credit-earning options, the Center will hasten student degree completion, lower institutional attrition rates, and access more adult learners. The consortium will be cost-effective, improve the articulation process, provide faculty training, and encourage other joint projects. Finally, with the national dissemination of project results by the Council for the Advancement of Experiential Learning, the project should have a positive effect on adult degree programs.

Project Director:

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United Auto Workers
Detroit, Michigan

Retirement represents a time of personal crisis and adjustment for many workers and their families. A majority of blue-collar workers, especially those who elect early retirement plans, lack the necessary information and the opportunity to plan for the many years of retirement living. The UAW's Retired and Older Workers Department is formulating a comprehensive set of retirement education, career planning and related community resources for its 1,500,000 active and 360,000 retired members within the parameters of this project.

The UAW Retirement Planning and Life Enrichment Project has developed and pilot-tested a series of retirement education modules and trained 115 UAW regional representatives in the appropriate methodology. During this, the third year of a 3-year grant, these resources are being utilized in the UAW's 17 national regions in conjunction with a target population of some 3,000 production workers and their spouses.

This project also includes a pilot career education program for older workers within several Michigan communities; coordinating local community and postsecondary educational resources into a comprehensive network for life cycle planning. The UAW's international leadership and the Retired and Older Workers Department have added permanency to existing project services and expanded educational and training opportunities for production workers and UAW staff.

Project Director:

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United Church of Christ
Westbend, Wisconsin

In order to meet the challenges of aging which are confronting our society with increasing urgency, more opportunities are needed which: 1) provide practical and accessible educational programs for workers in the health-care fields; 2) involve community aged in appropriate educational programs to strengthen independent living and their sense of purpose; 3) help people of all ages understand the aging process which affects their lives and motivate them to prepare for healthy and purposeful retirement.

The Cedar Lake Home Campus of the Non-profit Benevolent Corporation, founded in 1953, provides short- and long-term health-care facilities and retreat-educational facilities. Its program is based on the premise that all persons, regardless of their condition mentally, physically, spiritually, and socially, can continue to grow, mature, and contribute to society throughout all of life. A deep commitment to life-long education for all is an integral part of our Campus program.

Recent construction of a Learning Center educational facility on campus enables us to offer increasing numbers of 1- and 2-day workshops focusing on the three areas mentioned above. The program will be based in the Learning Center, but the entire 215-acre campus will be used for experiential learning. In this way we integrate education with the practical experience of the workplace.

The Cedar Lake Home Campus had already developed successful educational offerings in the areas listed above, including bringing together youth and the aged. During the first year of the grant, we developed and presented 15 programs reaching approximately 500 people. During the second year of the grant, we will continue to expand our programming in each area. Now that the primary program development is being accomplished, the programs will continue to be offered on a self-supporting basis.

Project Director:

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United States Student Association
Washington, D.C.

The tremendous expansion of federal financial aid programs during the past decade has caused problems for campuses, since they are unable to keep pace with the administrative needs of financial aid personnel or, most importantly, with the service needs of students. Enormous strains primarily from regulatory mandates, on personnel have limited the extent of "service responsiveness" to the learner. Service responsiveness is the capacity to respond to and adequately meet the individual needs of students as they navigate an increasingly larger and more complex financial aid system.

The present lack of service responsiveness is manifested in four ways: an information gap; an administrative orientation rather than a consumer orientation; the need for increased consumer regulations; and the inability to provide services for a changing financial aid population. All of these problems have negative effects on the learner's ability to enter and remain enrolled in college.

The primary goal of the "Financial Aid: Better Services for Students" project is to establish a cooperative consumer-initiated approach to the evaluation of financial aid services. This goal will be met by setting up model programs on two Washington, D.C. campuses.

Campuses will be staffed by full-time coordinators who will work with the campus community to improve the quality of financial aid programs by conducting surveys, hearings and interviews with financial aid recipients, and field testing the Student Guide to Better Financial Aid Services produced by the United States Student Association. After conducting evaluations, results will be compiled and recommendations developed for the improvement of services at financial aid offices through the help of the campus community.

Materials for effective evaluation of campus financial aid offices will be produced to insure that the needs of the learner are being met. The evaluative tools produced by this project can be transferred to other student organizations desiring to improve their campus aid system. This is the first year of a 2-year grant.

Project Director:

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University City Science Center
Philadelphia, Pennsylvania

Society is acutely aware of the existence of violence or the threat of violence in our life experience in the world. The complexities involved in effective social change require new understandings of non-violent alternative strategies in economic, social, psychological and political methods.

The University City Science Center is an independent non-profit corporation owned by 28 colleges, universities and medical institutions in the Delaware Valley area. Since 1965 it has been engaged in learning what it is we need to know to make our world work for everybody.

In this first year of a 2-year project, the Science Center is developing and coordinating the project with representatives from the academic member institutions and specialists from the private and public sectors. A learning module developed during this term consists of two video programs, printed supplemental guides with historical documentation or relevant facts, bibliography and discussion questions. The learning module permits active participation in both individual and workshop settings.

The learning module will be made available beyond the institutional base to interested educational institutions, organizations, and associations. It will serve as the focus and departure point for scheduled future workshops. As a viable module, learners will be involved in going beyond the role of advocate of pre-conceived concepts to new perceptions for reducing violence in our world. Since we perceive our world through our community, the potential for learner's to influence others by sharing new understandings may only be measured empirically. The use of television technology as an integral part of the learning module will add measurably to the outreach of the project beyond in-room use of the community antenna and cable systems.

Project Director:

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University of the State of New York
Albany, New York

The full time worker faces many obstacles in seeking postsecondary education opportunities. Although many employers offer tuition reimbursement and many institutions offer a wide variety of continuing education programs, an alarmingly small number of workers utilize these opportunities. Lack of time, responsibilities at home, lack of confidence, peer pressure and high up-front costs are some of the barriers perceived by many workers.

To meet this need, the University of the State of New York's Study Circle Project is beginning a Work-Site Study Circle Program in New York State. A study circle is a low-cost learner-centered, democratic method of non-formal education for adults. Five to 20 people with a common interest join together to study a particular topic. They learn from each other, prepared materials and other resources. A trained facilitator helps the group set and meet its goals, encourages active participation by all in the group and assists in securing additional resources as needed. Facilitators lead; they do not teach.

Most circles use a study guide designed specifically for use by study circles. The guides provide a framework for discussion and include some content. However, there is no externally set body of knowledge to "cover" or learning outcomes to be achieved, no examinations and no marks. The participants identify their own needs, concerns, and learning objectives.

Five institutions are members of the Study Circle Project and will be carrying out Work-Site Study Circles in their area: State University of New York/Albany; University of Rochester; State University College/Buffalo; North Country Community College and Rockland Community College. This is a 1-year grant.

This program will allow workers to learn about the topics in which they are interested in non-threatening, convenient surroundings. It will encourage the discouraged to pursue additional learning experiences. The program will also produce a series of study guides others may use, as well as a mechanism for setting up additional Work-Site Study Circles in New York State.

Project Director

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University of Utah
Salt Lake City, Utah

The study of the Indian people of the new world has been one of the most difficult subjects to introduce in higher education in a form acceptable to the Indian People themselves. The traditional disciplines have the reputation of being inadequate to the needs of the Indian communities and the colleges and universities which Indians attend.

The University of Utah is a state-owned and -operated university of substantial size (23,000-plus students) which offers approximately 50 graduate degrees. Founded in 1850, it is the oldest state institution west of the Missouri River. Its varied student body comes from approximately 40 states and 25 foreign countries. The American West Center, a research arm of the university, has had long and varied experience working with American Indian tribes.

The American West Center intends to share that experience with many other institutions. This is the second year of a 2-year grant. The first part of the project was the development and national distribution of a series of 15 video-taped lectures in American Indian history. Scholars of national reputation from four other institutions joined the Utah faculty to produce the series. This year, the project allows two members of the American West Center staff to work with 10 colleges and universities west of the 100th meridian to incorporate American Indian history materials in their curricular offerings.

This program will enable institutions and professors to incorporate accurate, current information in their classes. The consulting grants will allow institutions with few resources in the field to expand their offerings substantially. Special efforts will be made to introduce these materials in areas where American Indian people reside.

Project Director:

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Vincennes University
Vincennes, Indiana

Vincennes University is a public, comprehensive community junior college with an unrestricted admissions policy which offers associate degrees in over 100 academic transfer and occupational programs. The university provides an outreach program, the Program for Adult Student Success (PASS), to assist financially disadvantaged individuals, especially welfare recipients who are single parents. Prospective students are identified and referred to PASS by welfare and social service agencies in 16 counties in Indiana and Illinois.

Entering the third year of a 3-year grant, PASS is assisting 200 low-income adults continue their education. A variety of supportive services are provided through home visits and on campus. The project provides information about educational opportunities at Vincennes University, individual counseling, career counseling, coordination of child care and transportation arrangements, study skills and tutoring assistance, and assistance with various applications. New student orientation groups are offered prior to the start of each semester and career planning workshops are offered both on and off campus.

The project staff also acts as liaison and makes referrals to University offices including the Career Center, Adult Basic Education, Financial Aid, Admissions, and Study Skills as well as the cooperating social service agencies. Program participants are informed of services and financial assistance available and are referred to the appropriate agencies.

Expected outcomes of the project will be: 1) Dissemination of information about educational opportunities and financial aid; 2) Enrollment of increasing numbers of low-income adults; 3) Selection of realistic and satisfying academic occupational programs; 4) Completion of an educational program by most of the students; 5) Upon graduation, employment in the student's major field of study.

Project Director:

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Virginia Commonwealth University
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Over the past few years, chiefly through interviews with faculty and students, the Center for Improving Teaching Effectiveness has become aware of the subtle forms of discrimination that can exist in some classrooms, despite the good intentions of faculty. Examples include interrupting Black students, not calling on them, not looking at them directly. These subtle behaviors make it more difficult for the students who are affected to participate fully in the opportunities offered in the classroom. Since 1978, the Center has conducted several workshops designed to help faculty become even more sensitive to such communication patterns. We call the workshops "Teaching Black Students: Examining Assumptions and Practices." They usually feature recorded passages from interviews with students.

With FIPSE assistance, we intend to expand our work in this area by concentrating on several consulting methodologies: interviews with students and faculty, personal journals, written cases, classroom recordings, classroom critiques, workshops, individual and department consultations. Our intention in these activities is to allow participating faculty to examine their own assumptions about teaching Black students, and then to consider their teaching with particular attention to its implications for Black students. This is the first year of a 2-year grant.

Two years hence, we hope we have helped faculty become even more responsive to VCU's diverse students. Moreover, we hope the materials developed along the way will be useful to faculty and students elsewhere.

Project Director:

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Washington Center for Learning Alternatives
Washington, D.C.

In order to adequately prepare for an off-campus, credit-earning internship experience, upper division college and university students need a different kind of on-campus assistance (counseling and direction) than that given to their fellow classmates.

The Washington Center for Learning Alternatives is a private, non-profit, educational organization which provides comprehensive learning opportunities in the nation's capital for both undergraduate and graduate students from colleges and universities nationwide. Its coordinated Internship Program includes placement, supervision, evaluation, orientation, housing, seminars, counseling, a lecture series, and other support services. Students who participate receive academic credit for the experience from their "home" college or university.

Through the assistance of FIPSE WCLA will conduct a series of 10 regional workshops for the faculty who sponsor students on our affiliated campuses. Through these workshops we will better acquaint them with exemplary practices in the selection and preparation of interns, and illustrate for them how such practices can improve subsequent evaluation and crediting efforts. Our workshops will concentrate on the importance and use of pre-internship goal formulation and skills analysis.

This program will assist faculty in their counseling role with students and will enable the students affected to have a more focused learning experience through the internship. Among the results for students will be a better placement through more precise understanding of their skills and goals (academic, professional and career); a richer learning experience; an increased ability to integrate the various elements of the internship -- intellectual, career, cultural; a more finely tuned appraisal of personal motivations, capabilities, interests, skills. From this project we will develop a portion of a campus liaison handbook on skills assessment and goal clarification to be used in preparing students for internships at each of our 300 participating colleges and universities.

Project Director:

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Washington Center for the Study of Services
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Although there are immense differences in quality and costs among postsecondary vocational training programs, very little information is available to help the prospective student select a program to meet his or her needs. As a result, vast amounts of money and many months of students' lives are wasted on programs that teach ineffectively, teach unneeded skills, and impose excessive charges. The Washington Center and the National Consumers League, both nonprofit consumer groups, have been jointly carrying out a 30-month project to attack these problems.

The project, now in its last 6 months, involves five primary activities. First, it has collected evaluative information on postsecondary vocational training programs in the Washington, D.C., metropolitan area. The information includes costs, refund policies, duration of the program, adequacy of facilities and equipment, quality of the instruction, dropout rates, job placement rates, and starting salaries of graduates. Second, the project has disseminated the information in two widely distributed guidebooks. Third, the project is seeking, not yet with success, to establish local support for future updating of the guides. Fourth, the project is preparing a handbook that will show other communities how to prepare similar guides. Finally, the project is preparing recommendations to various regulatory agencies and interested schools on disclosure standards that would aid prospective students in making wise decisions about postsecondary vocational education.

About 20,000 D. C. area students enroll in postsecondary vocational training programs each year. This project will help them find top-quality programs which fit their needs and interests. The fourth and fifth activities mentioned above may also assist vocational education students in other parts of the country.

Project Director:

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Washington State University
Pullman, Washington

Rural life in American has changed dramatically in recent years. Rural women urgently need educational opportunities which, while accepting the basic values of rural life, prepare women to deal with these changes. The rural woman today needs skills and insights to change her role where she is.

The women's programs at Washington State University and the University of Idaho are developing an educational outreach program appropriate to their rural location (Eastern Washington and Northern Idaho) and to the service commitment of their landgrant institutions. The program draws heavily on the insights gained in the Idaho Rural Women's Oral History Project.

The first phase of the program will develop outreach workshops to rural women (focus on educational information and confidence-building) and coordinated services at the universities to facilitate re-entry. In the second phase, local in-place courses in Writing and Information Accessing and Financial Management, taught by local teachers trained by the program, will directly bring to rural women the skills they most need to know. This is the first year of a projected 3-year grant. Three other colleges may join in the second year. Expected outcomes include 1) redirection of traditional programs and services to rural women to more effectively meet their needs 2) Increased educational options to rural women in the Inland Northwest, supported by a network of three to six educational institutions 3) Empowerment of rural women through the development of new skills.

Project Director:

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University of Washington
Seattle, Washington

Migrant and seasonal farmworkers live and work under conditions that are harsh, unhealthy and socially isolating. Access to health services is severely restricted by barriers of culture and language between Spanish speaking patients and non-Chicano health professionals. When Chicano health workers are employed, health care is more accessible. However, traditional education programs in the health professions lack the flexibility to accommodate bilingual students who must maintain employment during training.

The MEDEX Program at the University of Washington, is developing the Community Health Advocate program to meet the health care needs of underserved, mostly rural areas. This first year of a 3-year grant will support a collaborative effort with Yakima Valley Community College to train members of the Chicano community as Community Health Advocates. Students are developing skills in counseling, health education, and medical screening. The content of the training is designed for bilingual students and covers the specific health needs of the migrant farm worker.

The training is four consecutive college quarters in length, with students (regardless of residence) attending 3 days of class each month on the Yakima College campus and returning to work in their own communities. Throughout the year each student works a minimum of 8 hours per week in a clinic under the direct guidance of a health care preceptor - M.D., nurse practitioner or physician assistant. Classroom work is integrated with on-the-job training. Graduates of the program will receive a certificate and complete a 68-credit major toward an Associate Degree. In addition to providing career entry level training for bilingual students, the training has applicability to other underserved population and health worker training for reservations, schools, and community health centers.

Project Director:

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University of Washington
Seattle, Washington

The importance of improving college and university teaching through inservice training of faculty is evident in an era of shrinking financial support and decreasing staff. Methods for assessing teaching effectiveness that are both diagnostic and practical are needed in order to help faculty make specific changes in teaching practices.

We are using a procedure for diagnostic evaluation in which a facilitator asks a large class to form small discussion groups to assess course strengths and weaknesses. After a 10-minute discussion the groups report to the facilitator, who summarizes the information and, in turn, reports to the instructor. This procedure, which takes about 30 minutes, provides the same information as do hours of individual student interviews, which have previously proven to be very important sources of feedback for course improvement.

In this second year of the 2-year grant we are developing a workshop for training faculty in the use of this procedure so that they can act as facilitators for other classes. We are working with faculty both at the University of Washington and at other local and regional postsecondary institutions. As part of the project we are also gathering information on 1) the effectiveness of the small group procedures as a diagnostic tool and 2) the effectiveness of the workshop approach in promoting change in faculty commitment to instructional improvement.

This project will spread the use of the small group evaluation method to about 450 trainees in 30 different institutions. These trainees will in turn work with client instructors at their own schools. Additionally, we will produce a training packet on the method for continued dissemination after the end of the grant period. The packet will include a videotape based on the workshop, supportive printed materials, evaluation forms for ongoing data collection and a report on the results of our research on the method.

Project Director:

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University of Washington
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Historically, Indians and Alaskan Natives have been underrepresented in the U.S. post-secondary education system. Currently, there is a shortage of professionally trained Indian/Alaskan Native administrators. Professional education has been either an exclusively Indian/Alaskan Native approach or a traditional approach, randomly including Indian students. There has been little attempt to meld the two approaches. Trained administrators are needed to meet the challenge of recent court decisions and legislation, such as the Indian Self Determination Act. The decisions and legislation offer Indians and Alaskan Natives the opportunity to control their destinies, reducing dependency on the Federal government, and to manage increasingly important natural resources.

The Graduate School of Public Affairs, in cooperation with United Indians of All Tribes Foundation, has developed the Tribal Administration Program, leading to a Master of Public Administration Degree. The project, in the third year of a 3-year grant, admitted its first students last fall. These students have spent a minimum of 1 year at the University followed by a year in the field. The program combines the core of the existing MPA program with coursework and experiences directed at the specific needs of tribal/corporate administrators. The intent is that the students will learn to function effectively in both Indian and non-Indian environments. This year, program activities will include continued development of curriculum, student recruitment for the coming academic year, and further development of direct services to tribes, corporations, and Indian organizations.

The immediate outcome will be a continuous supply of professionally trained Indian administrators. These administrators would be committed to the values and goals of the tribes/corporations/organizations they work for and could effectively interact with the external community and state/local government officials. The long-term outcome will be the increased effectiveness in management of tribal resources and the enhancement of abilities to achieve tribal/corporate objectives.

Project Director:

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Wayne State University
Detroit, Michigan

The "To Educate the People Consortium," consisting of higher education institutions, labor unions, and public/educational TV broadcasters was founded in 1978 to provide access to working adults to higher education. The participants represent a belief that delivery means, curricular structure, and organization in higher education must be adapted to the condition of the working adult if true access is to be accomplished.

The University Studies and Weekend College at Wayne State University was started in 1973. By 1975 it had 3,600 full-time students, who also worked full-time, most of them blue-collar workers. Its total costs, including the broadcast and production of over 700 half-hour TV programs, was covered out of tuition revenues of about $700 per student over nine months. This model and its adaptation to different higher education settings by means of a coalition of higher education, labor unions, and TV is the goal of this project. The model is adaptable to public and private, and 2-year, 4-year, and university institutions.

This will be the second year of a 3-year grant. Each year the grant will furnish startup funds to three higher education institutions meeting a series of pre-conditions. At the end of the 3-year period there will be nine institutions or consortia with operational models. In addition we expect that 21 will be operational, based on resource sharing. A novel feature of the grant is that the funded institutions will repay the amount of their grant in services or cash to the Consortium, so that additional institutions can be funded.

This project should enable the U.S. higher education system to provide access to a massive constituency of working adults generally not served by higher education. This will have a major impact on quality of life, flexibility of a democratic system of government, productivity in general, and the strengthening of now endangered educational sector.

Project Director:

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Wells College
Aurora, New York

Women are underrepresented in the ranks of public leadership. Despite the fact that they represent 52 percent of the United States population, they hold only 10 percent of all elected offices, with even smaller percentages at the highest levels. Appointive offices, including judgeships, boards and commissions, reflect a similar situation. In public management positions, the situation is also one of massive underrepresentation.

Of some 625,000 women in the Federal service less than one percent are in the highest management grades, while a recent study by the Center for the American Woman & Politics found that only 4.5 percent of top management jobs in city government (city manager/chief administrative officer) were held by women. The Public Leadership Education Network, a consortium of 8 women's colleges and two national consulting organizations - the National Women's Education Fund and the Center for the American Woman and Politics has been working to increase the pool of women available to enter public leadership by providing training, education, and consulting services to women's colleges.

In the first of a 1-year grant PLEN, through NWEF, will design and operate an outreach program of technical assistance in public leadership education for women to higher education institutions in four communities through the creation of a technical assistance consultant group and will conduct three regional dissemination conferences at PLEN network meetings to share information about area public leadership education efforts.

These activities will result in support for the development of new and important programs about public leadership for women, creation of new networks of women leaders, educators and community groups, new visibility for programs and institutions within and beyond their communities and new materials useful in addressing significant public leadership issues.

Project Director:

Rosalie Whelan
National Women's Education Fund
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Wesleyan University
Middletown, Connecticut

Scientific knowledge plays a central role in human affairs but that role can be salutary or degrading, either supportive of our most cherished values or destructive of them. Specifically, regarding college education, how can we prepare students to understand and responsibly control the interaction of science and human affairs?

The College of Science in Society of Wesleyan University is a 3-year program for those selected undergraduates seeking the knowledge and skills needed for science and society problems. The primary educational role of Wesleyan University is that of a private liberal arts college. Its "college" programs aim at cross-disciplinary work. Hence that format is a natural one for a science and society curriculum but it is not the only format possible.

The Science in Society program has five curricular components: Special colloquia, required courses, programmatic electives, a thesis, and comprehensive examinations given by outside examiners at the end of the junior and senior years. This combination allows the student to meet various educational goals. For example, the first three components achieve disciplinary depth, but also flexibility because different students tackle different thesis topics and select different electives as supportive of their individual interests. Integration of different disciplines is attained in the colloquia as carefully designed cross-disciplinary courses and in the comprehensive exams. The latter are particularly important in regular evaluations of our programs, for students performance in these exams has lead to continual refinement and restructuring of the curriculum.

This program's graduates will be among those who welcome the challenge of using science imaginatively and responsibly for societal needs. The need and opportunities for these prople are increasing in areas such as public health and medicine, environmental concerns and conservation, policy questions on technology assessment, and many others. Certain of our students will start careers in these areas upon graduation; others will go on for further study in graduate schools. This is the final year of a 2-year grant.

Project Director:

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WICHE
Boulder, Colorado

The Western Interstate Commission for Higher Education is a regional organization, founded by 13 western states to assist them in meeting educational and manpower needs. WICHE is committed, through its Minority Education Program, to improving opportunities for equal access and retention of minorities in postsecondary education. While minority populations continue to grow in the West, minorities remain underrepresented in western graduate and professional schools. The reasons for a lack of minority participation often include inadequate networks for identifying prospective candidates, motivating qualified individuals to apply, and communicating to applicants necessary information about institutional requirements and available programs.

To deal with this problem, WICHE has agreed to administer the Western Name Exchange, an association of 25 universities that circulate the names of senior level minority students for recruitment into graduate school. WICHE coordinates the process of collecting and exchanging names and is also forming an information clearinghouse. An information base on students is being established to evaluate the usefulness of the service to them and to participating institutions and to identify factors associated with minority students' success or failure in graduate school. WICHE makes the information collected from these studies available to participating institutions, in order to help them plan useful recruitment strategies for minorities and suitable support programs for enrolled minority students. This is the first year of a 3-year grant.

The project will result in an increase in the numbers and proportions of minority students being accepted into graduate school. The clearinghouse exchange of information will facilitate changes in the ways institutions conduct outreach and recruitment activities directed at minority students by encouraging them to supply students with better information about schools that interest them and to provide better services to students already enrolled.

Project Director:

Dr. J. Leonard Salazar
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WICHE
Boulder, Colorado

Much has been written on the subject of experiential education/intern education programs. However, there is a need for materials to aide institutions that want to improve their programs and program evaluation. Furthermore, cost and manpower information related to evaluation, which specifies the resources needed to conduct evaluation procedures, are visibly lacking; as are efforts to link evaluation with improvements in program design.

WICHE, a nonprofit interstate compact serving the higher education needs of the 13 western states for 26 years, has been providing internship opportunities to western students through the WICHE Intern Program for the past 11 years.

Because of the need and timeliness of such work and WICHE's experience and interests in internship education, WICHE is continuing its 3-year project to: 1) develop and test a cost-effective evaluation system for internship programs which takes into account both program design factors and student learning outcomes; and which includes the viewpoints of students, sponsors, academic institutions, and administering agencies; 2) improve the design of work-education programs in the areas of sponsor supervision, academic institution linkages and recruitment/matching of students; and 3) widely disseminate useful information and products to other interested programs.

The project methodology includes the review, use, and adaptation of existing materials and models; the design, development, and testing of new materials; further testing of materials with other program models in our region; and the reporting of findings, uses, and related information for the benefit of programs in internship education nationwide.

The project will produce and disseminate a cost-effective evaluation model; handbooks for agency sponsors, academic institutions, and students on "good practices" related to field learning; and reports and articles on various aspects of the project to interested agencies, institutions, and experiential education programs nationwide.

Project Director:

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Western Regional Learning Center
San Francisco, California

Within institutions of higher education, research is almost always taught, learned and practiced as an isolated and highly technical activity, rather than as something which can influence one's day-to-day thought and action. Our approach to action-research focuses on the development of inquiring attitudes and abilities toward everyday experience--on helping people learn how to develop and adapt methods of inquiry which are relevant to their particular needs, purposes and circumstances.

WISR is a private, experimental, community-based university. It offers B.A. and M.A. programs in social sciences, community development and human services, education and psychology, as well as a Ph.D. program in higher education and social change. Its ethnically diverse student body is comprised primarily of community service professionals, educators and change agents.

WISR's FIPSE project, in the first year of a 3-year grant, is using the teaching, learning, and practice of action-research as a framework for helping community workers to 1) develop a discriminating understanding of the practical uses of research methodology, 2) further their intellectual development, and 3) collaborate with others in a critical and creative reflection on their daily community service and community development efforts. During this first year of the project, 45 community workers are learning about action-research through 1) seminar-workshops, 2) individualized consultation with project faculty, and 3) their effort to use methods of inquiry on an everyday basis. A few of these community workers will be gradually and increasingly involved in assisting with the instruction of the other project learners.

During the second and third years of the project, instruction will be given to another 100 community workers, and some of the project learners from previous years will help with the instruction. By the end of the third year, we will have developed a corps of two dozen highly skilled community worker-educators, who will have been working with us to develop self-sustaining methods for ensuring the continuation of the project's educational processes after the termination of the grant.

Project Director:

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Western Wisconsin Technical Institute
La Crosse, Wisconsin

Advancements in technology are rapidly changing the techniques used to generate, store, and retrieve information. As communication systems become more complex, the education programs designed to train persons to operate these systems must also be radically changed.

Western Wisconsin Technical Institute has designed an educational program which combines the fields of Word Processing, Data Processing, and Phototypesetting in an attempt to meet the increasing demand from industry for personnel to operate the complex print communications system. A new teaching strategy will be developed to maximize the student learning abilities. This teaching strategy will be highly student centered. Under the guidance of faculty and resource persons, students will be responsible for the identification of problems, their proposed solutions, and following through to production of the final product.

Western Wisconsin Technical Institute is a 2-year, postsecondary institution which specializes in occupational training. The institute is accredited by the North Central Association and offers 58 postsecondary programs.

During this the first year of a 3-year project, the staff will be studying the capabilities of equipment and working toward the interfacing of existing equipment on the campus to provide a total communications system. The project will involve staff from Graphic Arts, Data Processing, and Word Processing areas. During this year, faculty will develop the active learning mode of teaching strategies which will be initiated with the students in 1981, and identifying cooperative work sites for the intern program.

Publicity will be released to trade and education journals to demonstrate the outcomes of the project. This project will also provide a means for demonstrating the effectiveness of the teaching methods, which involve the students in the learning process from the identification of the problem to the production of the finished product.

Project Director:

Torval Hendrickson
Western Wisconsin Technial Institute
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West Virginia Institute of Technology
Montgomery, West Virginia

Many working adults are currently denied access to higher education because of geography and the lack of adult-oriented programs of higher education in the southern West Virginia coal fields. Using a combination of group and individualized techniques developed in its 5 years of labor-related education, the Southern Appalachian Labor School is offering worksite based education to 300 workers per semester.

Using a combination of full-time and adjunct faculty versed in a labor-rooted pedagogy, the Labor School is beginning an experiment to serve the Kanawha Valley Industrial Complex, a six-county area of southern West Virginia, as well as the coal miners in southern West Virginia. In this second of 3-years, courses are being arranged with union locals and other workers associations on a tuition-free basis, with a move towards self-sufficiency.

The participants are working adults over 20-years-old. Coal miners, chemical workers, railway personnel--the industrial expression of the southern Appalachians today--meet in their union halls and community meeting places to work toward their baccalaureate degrees through the Regents as well. Opportunities for standard academic credit from West Virginia Institute of Technology will later become available.

Through the development of this external degree, work-site based educational program, the Southern Appalachian Labor School hopes not only to meet the needs of a major underserved population, but also to demonstrate a model of worker-related education that could be replicated in other industrial situations where workers are denied access to higher education.

Project Director:

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Wheaton College
Norton, Massachusetts

Today's liberal arts curriculum, shaped through the centuries by a male-centered tradition, still reflects this bias of our culture. The current trend of establishing separate women's studies courses and departments to fill this void has not signigicantly affected the core liberal arts curriculum. Wheaton, a 4-year liberal arts college committed to the education of women for almost 150 years, is initiating a systematic examination of its introductory courses in order to integrate more study of women and women's concerns into the curriculum. By focusing on this basic level, Wheaton's revised and balanced curriculum can have a significant impact on its approximately 1200 students and 125 faculty and can serve as a model of the integrated approach for other liberal arts colleges across the nation.

This project will take place over 3 years. Initiating the first year is a self-assessment conference where faculty can examine the content of Wheaton's current offerings and learn about developments elsewhere. Follow-ups includes provisions for faculty released time to plan revised courses, colloquia, and visits from outside scholars. Pilot courses reflecting a more balanced curriculum are scheduled to begin in 1981, with expansion and evaluation during the second year of the project. Wheaton plans to monitor the project closely and to develop a case study of its experience for publication and discussion at a dissemination conference in the third year. The case study is being designed to underscore the common elements which make the Wheaton experience and curriculum model applicable to other liberal arts colleges.

The major products of this project will be curricula for enriched introductory courses and a case study describing the process of change. This project will encourage students and faculty to seek out more information on women and women's concerns and to reinterpret established materials in the liberal arts in light of this research. Because our approach targets introductory courses and addresses the need for systematic examination of the whole curriculum, our results can serve as a prototype of an inclusive curriculum of liberal learning for other institutions.

Project Director

Ruth A. Schmidt, Provost
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Wheeling College
Wheeling, West Virginia

To continue to foster mentor relationships between faculty and students in the 1980's, liberal arts colleges will need teachers of personal and professional strength, who can successfully adapt to rapid change in students and in the learning environment.

Wheeling College, a 4-year Jesuit liberal arts college founded in 1954, has a strong tradition in which faculty members are mentors--value models and advisors--as well as instructors. However, because of recent changes in both programs and faculty makeup, this concept of mentoring is in danger of becoming subordinated to more immediate concerns, even though it is central to liberal education, since it serves to articulate the important relationship between values and skills. The College's problem is to sustain and revitalize its tradition of mentoring for both its current and future faculty members.

Wheeling College is commencing a 2-year comprehensive faculty development program based on the centrality of mentoring. Involving alumni and students as well as selected administrators, this program includes off-campus workshops, inservice seminars, departmental workshops, experimental classroom design, a classroom observer program, and interdisciplinary teaching opportunities. Other key activities involve career planning and assessment, medical review, and retirement planning. The various features of the 2-year program are tied to existing activities at the College, especially the teaching-and-learning workshops and the Friday afternoon discussions of teaching issues.

Successful completion of the program will mean that at the end of 2 years the concept of mentoring will be so firmly implanted at the College that it will not again be threatened by new growth or rapid change. The development and testing of an instrument to measure the extent of such mentoring will be a specific outcome of the project, as well as a means of keeping the College on course in the future. Moreover, the program will be easily replicable at other liberal arts colleges engaged in similar struggles to maintain this important educational approach in the 1980's.

Project Director:

Thomas G. Wack
Wheeling College
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Wilberforce University
Wilberforce, Ohio

Wilberforce University the first institution in America founded by Blacks to provide higher education without bars of race, enrolls 1,000 students. The majority of these students are inadequately prepared to do college level work. They must be provided courses in reading, writing and math to strengthen the basic skills. Even so, attrition in the first year approaches 30 percent. The problem identified is the lack of a unified educational experience.

In the second year of a 2-year grant, we are implementing a pilot program which will coordinate and unify six courses: three content courses (Intro to Humanities, Art Appreciation, and Social Science I) and three skills courses (Critical Thinking and Composition I and II). Four societies will be selected for study in the content courses, and each will be analyzed by a humanist, an art historian, and a social ethicist. The skills courses will be coordinated with each other and with the content courses.

This program will be planned, conducted and evaluated by the pilot program teaching group of six Wilberforce faculty: two from art and humanities, one from philosophy and Religion, 2 from communications and literature, and one from interdisciplinary studies.

The expected outcome of the mutual reinforcement of skills and content is a higher level of academic achievement, higher motivation, and a reduction in the rate of attrition.

Project Director:

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Wilderness Inquiry II, Inc.
Minneapolis, Minnesota

In recent years, increasing attention has been focused on the problems and the needs of the handicapped. Numerous programs have been developed whose basic objective is to ease the transition of the handicapped individual from home to the school or workplace. In many cases, such programs strive to minimize the difficulties of these students' experience in completing everyday activities.

Wilderness Inquiry II, however, was designed to challenge and confront the handicapped by providing them with the opportunity to experience and participate in a wilderness outing. The purpose of the outing is to enhance the self-confidence and the self-esteem of handicapped participants. To reduce social and physical isolation, as well as to increase opportunities for independence, WI II offers 6-day wilderness canoe trips for persons with sensory and mobility impairments. We believe such experiences offer disabled persons the opportunity to challenge themselves and their beliefs about their limitations, and it is expected that after experiencing such an outing, the disabled will be able to master greater challenges of the type posed by college attendance.

In the past 2 years WI II has provided this experience for over 80 persons in Minnesota's Boundry Waters Canoe Area. In this first year of a 1-year grant, WI II expects to conduct eleven 6-day trips with participants having one or more of the following disabilities: paraplegia, quadraplegia, blindness, hearing impairments, cerebral palsy, spina bifida, hemiplegia, multiple sclerosis, epilepsy, and diabetes. An effort will be undertaken to evaluate the impact of the program on participants entering or currently enrolled in institutions of higher education to determine if and to what degree participation in the outing affected the subsequent adjustment of students to college life.

Project Director:

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Wisconsin Foundation
Madison, Wisconsin

The 16 District Wisconsin VTAE system has been changing its method of instruction to an individualized competency based (CBI) format for a number of years. The most difficult and costly problem in implementing a CBI system is obtaining quality audio-visual software. This project establishes an A-V materials production consortium which encourages joint production efforts, reduces costly duplication, and substantially increases production quality.

The consortium is established through a formal inter-agency agreement between the majority of Wisconsin VTAE districts and the Wisconsin Board of Vocational, Technical, and Adult Education. The consortium provides an organizational structure through which the VTAE Districts jointly identify, plan, and produce mutually needed competency-based audio visual materials. This is the second year of a 3-year project.

The consortium hopes to 1) Reduce duplicate production of high demand A-V materials resulting in a substantial savings of direct dollar expenditures for A-V production; 2) allow for informational refinement, visual sophistication, and dramatic enhancement which individual districts cannot now afford: 3) increase the quality of the A-V materials produced to the point that they can be copyrighted and marketed nationally; 4) attract production funds from external sources such as publishing firms, media distributors, and corporations; and 5) demonstrate that a cooperative production effort is the most cost-effective way to produce high demand A-V materials needed by multiple districts.

Project Director:

Lauren Brumm, Grants Officer
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WNET/13—Office of Higher and Continuing Education
New York, New York

During the first year of a 2-year grant period, WNET/Thirteen and the City College of New York have collaborated on a joint project to help adult learners start or renew their work toward a college degree. Through this collaboration, in what is meant to be a model partnership, the two institutions are creating an interdisciplinary social history course on the American city. The course, designed specifically for working adults, combines film, still, and television materials, select primary and secondary source readings, structured learning objectives, and writing assignments.

To date, a preliminary version of the course has been developed and offered to a representative sample of adult learners. A course team made up of personnel from both WNET and CCNY created a course on the history of New York City from 1825 to the present. It was offered as part of City College's program for public employees at the Federal Building in lower Manhattan. (There are over 150 federal employees enrolled in this special worksite baccalaureate program.) It met twice a week; the first session consisted of a visual presentation, the second was a lecture-discussion. The course instructor met regularly with the students to discuss course content, writing assignments, and other issues.

An evaluation of the course, and the students' experience with it, is now being completed. The results will provide guidelines for its revision during the coming year. Part of the revision plan will be the production of television "pilot" programs and student and instructor guides for three representative units.

A second major goal of this coming year will be the hosting of a conference on bridging the gap between working adults and a college liberal arts education. Special attention will be given to the role of television in delivering and enriching the educational experience.

Project Director:

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WNET/Thirteen
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Women, Inc.
Dorchester, Massachusetts

Across the country, in every urban Black and Latin community, poor single parent women face the same environment of deteriorated housing, poor education, high prevalence of crime and unemployment. Above all, they encounter the same racism and sexism that, coupled with a devastating history of substance abuse, cause tremendous damage to a woman's sense of self-pride, dignity, and self-worth.

Since 1974, Women, Inc. a private, non-profit, community-based agency, has provided programs responsive to the special needs of women experiencing difficulties with substance abuse. Women, Inc. is the only facility in Massachusetts that can accommodate both the woman needing treatment and her children. Women, Inc. programs are utilized primarily by Black and Latin families from the immediate community.

Women, Inc. is developing a multi-dimensional project, partly funded by the Community Services Administration, that responds to the self-development, pre-vocational and vocational needs of these women. Self-education and pre-vocational activities will be an 8-week-long daily, intensive, learner-centered program. Workshops will explore each of the institutions a woman passes through, whose expectations and goals shape and fix her identity. The method requires a direct and consistent exploration of the mythologies, inner dynamics, power relations, expectations, and systems of reward and punishment of these institutions. There is always a twofold purpose to this exploration: to analyze the system as system, and to arrive at greater personal understanding of how the institution effects one's life in an immediate way.

This program will increase analytical, written and oral communication skills of participants. The combination of these skills with a deeper understanding of social identity will enhance these women's self-confidence and clarify their sense of direction. Given the opportunity to explore all their options through our follow-up educational, vocational, and job placement services, they will be better equipped to make informed and realistic decisions about their lives.

Project Director:

Sondra Gayle Stein
Women, Inc.
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100

Women's Community, Inc.
Los Angeles, California

Images and words that reflect the authentic and varied life experiences of women are seldom valued or visible in the public sector, thus women's connection to the dominant culture is undermined. Lacking the graphic skills valued by that culture limits women's access to professional work, and the skills developed within their subculture are rendered unavailable to society at large. The Women's Graphic Center, housed within the Woman's Building - and founded simultaneously with it in 1973 - is a vital part of this alternative, nonprofit educational facility. Its classes, presses, galleries, and outreach network provide a uniquely supportive community in which women can discover, explore, and communicate their experience.

For 6 years, the Graphic Center has been the site of women designing and printing books, posters, and postcards. By encouraging women to maintain their ethnic and sexual identity in their graphic work, the personal connection is made, creating a bridge between private experience and the public world. Writing, design, and printing are taught by professional women, providing a necessary link to job-related information.

Our goal in this, the second year of a 2-year grant, is to extend this effective educational opportunity and diversify the communications materials available to the public. We also intend to provide more minority and midlife career change women with access to graphic skills.

We will counsel and select 20 full-time participants as well as enrolling approximately 80 women in part-time skills classes - including a 50 percent parity of minority women. We will also expand the network of professional women available to teach, and hold exhibitions of their work at the Woman's Building galleries. By producing printed materials evaluating this project, we will provide curriculum recommendations for replication elsewhere.

Project Director:

Sheila Levrant de Bretteville
The Women's Graphic Center at
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Women's Educational Center, Inc.
Cambridge, Massachusetts

In the 1960's and 70's the interdisciplinary fields of Black and women's studies were developed by people working in academic settings and in community groups who wanted to learn more about their own unique identities and experiences, both personal and historical. Despite the impetuses for the creation of these two fields, a characteristic of both is the absence of specific content about Black women.

The Black Women Artists Film Series, a project of the Women's Educational Center, addresses the problem of the lack of developed curriculum materials in Black women's studies. The Women's Center, founded in 1971, is a community-based organization which sponsors a number of feminist educational and service projects.

The Film Series is developing six programs on Black women artists in the areas of instrumental and vocal music, drama, literature, dance and visual materials. These programs are being shown at the University of Massachusetts, Boston in connection with its Black and Women's Studies Programs; at Rise Together House, an alcoholism program for Black women and men; and in Cambridge for the general public. Program notes containing background information in the six areas are being distributed at all of the showings. Because one of the project's major goals is to increase awareness in the new field of Black women's studies, a variety of approaches are being used to report the project's activities to educational institutions and women's organizations locally and nationally. The project is in its first year of a 2-year grant.

The project will identify audio-visual and other materials on Black women artists which can be used effectively in post-secondary institutions and in community settings. It will develop a model for the type of joint, cooperative programming between Black studies and women's studies departments which is needed for the growth of this new field. The film series, the program notes and a comprehensive project publication are three products which will be created by the project and made available to interested institutions and groups.

Project Director:

Beverly Smith
Black Women Artists Film Series
Women's
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Women's Enterprises of Boston
Boston, Massachusetts

Despite an ever-increasing need by industry for trained technical workers, educational, and training institutions continue to prepare only a handful of women for these fields. Continuing attempts to generate commitments to attract and accommodate female students at technical and vocational schools have not been successful. Because of the ready availability of qualified male applicants, policies and procedures that block female participation and achievement have not yielded.

A non-profit agency founded in 1975, Women's Enterprises is developing comprehensive specifications for a facility and program to qualify women for mechanical and technical occupations during a 1-year grant period. The Institute will be planned in every detail. The major activity areas to be addressed and resolved during the planning period include: 1) courses of study, 2) administration and student services, 3) facility and equipment, and 4) marketing and funding. The Institute's comprehensive planning document will be the culmination of project activities. This blueprint will be utilized for the fundraising campaign and the ultimate opening of the Institute.

The Women's Technical Institute will recruit, train, and place several hundren women a year and also provide an operating model to stimulate existing training/educational resources to offer similar opportunities. After 5 years of research and programming in the area of nontraditional education and employment for women, it is now time to create a new and independent method of involving women in technical education. The improvement of postsecondary education in this field mandates the establishment of a new institution with responsive programs offering women opportunities for true educational and economic equity.

Project Director:

Sharyn Bahn
Women's Enterprises
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Women's Enterprises of Boston
Boston, Massachusetts

As the number of women entering the job market soars, it is even more disheartening to know that a woman's average full-time salary remains at 59 percent of her male counterpart's. This is primarily true because most women still work in traditional jobs of teachers, typists, and waitresses; positions that pose serious financial and advancement limitations.

In contrast, the current labor market shows lucrative and expanding opportunities in technology. Employers actively seek skilled workers in electronics, computer science, mechanics, and drafting. Women are conspicuously underrepresented in these and many other technical fields. They are also severely underrepresented in the training that would insure entrance into these careers.

Women's Enterprises is a non-profit corporation specializing in skilled and technical work for women. Now in the final year of 3-year Fund support, Women's Enterprises is improving access and support systems for Boston area women entering technical training. Project ACT serves adult women who are unemployed or underemployed in low-paying, deadended jobs and offers the information, vocational counseling, role models, and support necessary to make an informed career choice. In 3 sequential phases, women explore training options and financial aid, assess their work skills, and receive math assistance.

As an ongoing mechanism for industry-education cooperation, ACT convenes a postsecondary school Consortium of 16 members and has close dialogue with 10 area employers. Staff work with individual members and with Consortium subcommittees to plan and implement more effective training and support.

Expected outcomes include: dissemination of career services to 450 women; production and distribution of a model vocational slide show and handbook, YOU CAN GET THERE FROM HERE: Women in the Technical World; refinement of a replicable counseling model; and postsecondary consultation on sex-fair outreach strategies. Approximately 50 women will pursue technical training as a result of Project ACT.

Project Director:

Janis Peters
Project ACT
Women's Enterprises of Boston
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Women's Equity Action League
Washington, D.C.

WEAL Fund's SPRINT project provides information and direct assistance to individuals who are challenging sex discrimination in school physical education and athletic programs. Once it was assumed that women should be discouraged from developing athletic skills on the double fallacy that physical activity is unfeminine and that females need to be protected from exertion. Only recently have these biases been vigorously challenged through the passage of federal laws such as Title IX and greater public appreciation of women athletes. But the public relations hoopla surrounding a Billie Jean King has not yet been translated into equal opportunity for women in educational institutions.

In the second year of a 2-year grant, SPRINT will continue to provide a number of services to students and others who are working to secure equal access for women to athletic opportunities as part of their right to the full benefits of higher education. SPRINT provides these services via a nationwide toll-free number (800-424-5162), a free newsletter called In the Running, and an up-to-date collection of documents, clippings, case studies, etc., which enables the staff to monitor national trends. In particular, the grant enables SPRINT to meet the needs of women athletes who are forming coalitions with other campus groups to work cooperatively with administrators in seeking change. In the past year SPRINT helped hundreds of students and educators, and disseminated information about legal developments, the unique problems of Black women athletes in postsecondary institutions, exemplary actions taken by students, and specific institutional practices that inhibit equal opportunity for women.

From SPRINT women students will receive the help they need to work effectively with others to secure equal opportunity in sports. And women students will gain access to a significant component of education too long denied them because of their sex.

Project Director:

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Worcester Consortium for Higher Education
Worcester, Massachusetts

Scarce resources, higher operating costs, and a shrinking pool of college age persons heighten the tension between the public and private sectors of higher education. In order to lessen the tension productively, we plan to create a joint public/private graduate degree program in health care administration as a pilot demonstration. If successful, we hope to show how public and private institutions can combine resources in a high visibility, high demand program. A new medical center will be the magnet for our activities.

The Consortium consists of 10 colleges (three public and seven private): Anna Maria College Assumption College, Becker Junior College, Central New England College, Clark University, Holy Cross College, Quinsigamond Community College, University of Massachusetts Medical Center, Worcester Polytechnic Institute, Worcester State College, plus 10 quasi-educational associates.

In the second year of a 3-year grant, we plan to organize the program's curriculum and to continue the process for formal joint degree approval with faculty, trustees, and Massachusetts degree-granting authorities. We aim to admit students by Fall 1980.

The University of Massachusetts Medical Center has a charge to develop a allied health science capability, but not alone. The Center is committed to using private consortium colleges, as well as other outside resources, in this development. In order not to glut the market with health care administrators, the program will be limited to current health professionals who require administrative education to perform better and to accept greater responsibilities.

The product, a joint degree program, will coincide with the reorganization of public higher education in Massachusetts. The relevant organizations, public and private, will be working with us to determine how such programs can fit in the reorganization. Other states, facing a public/private struggle might adopt the Massachusetts model.

Project Director:

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York College/CUNY
Jamaica, New York

Advances are being made in some college programs for teaching writing to nontraditional students, many of whom are members of minority groups with writing problems caused by nonstandard speech interference. But few other settings have had the opportunity to benefit from these advances, even though there are many minority-group learners outside colleges who need better writing skills.

The COMP-LAB basic writing course was developed at York College and evaluated under prior grants from the Fund and from the Exxon Education Foundation. This innovative course integrates classroom instruction in composing with self-teaching laboratory work on written correctness. The course has been successfully transferred to other colleges. In the second year of a 2-year project, this lab approach is being adapted for learners with basic writing problems in three non-college settings: social agencies, high schools, and adult education programs.

Last year, Mary Epes, in collaboration with the staff education department at the Bronx Psychiatric Center, pilot-tested a model of the COMP-LAB course to improve on-the-job writing skills of therapy aides, nurses, and other hospital and agency employees. Carolyn Kirkpatrick, working in Charles Evans Hughes and August Martin High Schools, adapted the course to meet the severe writing needs of these students. Michael Southwell developed a writing training program for members of the International Ladies' Garment Workers' Union, and has begun a similar program for CETA trainees. During this second year, the adaptations will be evaluated, and further revised as necessary. If all goes well, they will then be instituted on a permanent basis.

If successful, the project will result in programs that may be useful in still other settings, and it will produce information about learners outside the college setting that may be of value to those who teach writing in college.

Project Director:

Mary Epes
Department of English
York College/CUNY
Jamaica, NY 11451
(212) 969-4077
(212) 864-2080

COMPREHENSIVE PROGRAM
FINAL YEAR DISSEMINATION GRANTS

Through this program the Fund supports supplemental efforts by current grantees to disseminate project ideas and results, in order to widen the impact of grants as they end their funding. Funds are used for dissemination activities which were not foreseen or (fully) budgeted for in the original proposal to the Comprehensive Program. Dissemination activities are directed at audiences beyond those involved in the project and beyond the institution receiving the grant. For 1980-81, the first year of the program, grants were limited in size to $5,000. The Fund will continue to conduct this competition for projects in their final year of funding at at least the same level.

Center for Education and Manpower Resources
Ukiah, California

Shares their career information program for rural adults through a newsletter, a slide/audio show and video casettes, a handbook, and conference presentations.

Project Director:

Nancy Teeling
Project Access
P.O. Box F
Ukiah, CA 95482
(707) 468-0238

Colorado Mountain Junior College
Glenwood Springs, Colorado

Publicizes the successful Outreach Adult Counseling and Information Services (OACIS) program to public community colleges through a monograph and a slide tape presentation.

Project Director:

Dave Beyer
Colorado Mountain College Community Education
526 Pine
Glenwood Springs, CO 81601
(303) 945-9196

Conference of Small Private Colleges
Princeton, New Jersey

Publishes a handbook for directors of continuing education programs detailing at least 22 ways in which institutions can assist adults to finance their education.

Project Director:

Joseph F. O'Neill
Conference of Small Private Colleges
Princeton, NJ 08540
(609) 934-4364

Harvard College
Cambridge, Massachusetts

Makes information available about the "Value Added" approach to measuring student learning in postsecondary programs and institutions., through a workbook and consulting assistance.

Project Director:

Dean K. Whitla
Office of Instructional Research
and Evaluation
11 University Hall
Harvard University
Cambridge, MA 02138
(617) 495-1538

Mary Baldwin College
Staunton, Virginia

Develops a case study for Southern colleges interested in beginning or improving adult programs, and provides further consulting assistance to a few groups.

Project Director:

Ann Dudley B. Luck
Mary Baldwin College
Staunton, VA 24401
(703) 885-0811

Museums Collaborative, Inc.
New York, New York

Provides assistance for implementing the cultural voucher system between arts organizations and community groups, through materials and direct consulting.

Project Director:

Damaris McGuire
Museums Collaborative, Inc.
15 Gramercy Park South
New York, NY 10003
(212) 674-0030

National Manpower Institute
Washington, D.C.

Develops a press kit containing information on career counseling and development programs to be distributed to more than 7,000 individuals and groups in conjunction with National Secretaries Week.

Project Director:

Joan M. Goodin
The National Commission on Working Women
1211 Connecticut Ave., NW., Suite 400
Washington, DC 20036
(202) 466-6770

Tufts University
Medford, Massachusetts

Disseminates the Urban Advocacy Project for community development, through a conference for area educators, and by making available curriculum packages and a resource index for citizens.

Project Director:

Sheldon Krimsky
Graduate Program in Urban and
Environmental Studies
Tufts University
Medford, MA 02155
(617) 628-5000 ext. 727

University of Washington
Seattle, Washington

Offers a workshop model to increase mathematics and spatial abilities and to improve attitudes toward the teaching of mathematics to 20 math educators from teacher training programs.

Project Director:

Mildred E. Kersh
College of Education
115 Miller Hall DQ-12
University of Washington
Seattle, WA 98195
(206) 543-1847

Wellesley College
Wellesley, Massachusetts

Strengthens efforts to adapt the New England region administrative skills program for women in higher education administration, through brochures and manuals, workshops associated with national conferences, and direct technical assistance at new sites.

Project Director:

Jeanne J. Speizer, Director
Administrative Skills Program
Project HERS
Wellesley College Research Center
Wellesley, MA 02181
(617) 235-9598

NATIONAL PROJECT IV

The changing context for postsecondary education in the 1970's has resulted in new needs and demands from a changed student population. Today, most college students are over 22-years-old; approximately one-fifth are minorities; an increasing number work and have families; over 50 percent are women; and growing numbers adhere to personally devised academic calendars, as opposed to the traditional 4-year schedule. The advent of these new student groups has been accompanied by a growing criticism that traditional forms of liberal education have been reserved for a privileged social sector and have reflected only the dominant culture. Other criticisms of the traditional curriculum have included comments about: its faltering intellectual rigor, its seeming failure to prepare students for adult life, and its inflexibility in adjusting to the needs of working adult students.

In response to the growing criticism, liberal education programs are emerging in new forms with both modified and traditional aims. National Project IV was designed with the understanding that numerous institutions are developing new liberal education programs or modifying existing ones in order to offer more effective learning opportunities to an expanded student population. The purpose of this project, therefore, is to identify, document and examine 14 of the most promising existing programs in liberal education. With the collaboration of the 14 selected Associate Institutions, the Resource Institution, and an Advisory Panel, National Project IV, now in the second year of a 2-year program, is examining conceptions of liberal education, seeking to clarify outcomes of liberal education, and describing the diversity of curricular and instructional forms which enhance learners' educational opportunities. The 14 Associates--described as "...the most diverse group of liberal learning programs ever brought together for common purposes..."--represent a broad range of characteristics and offerings including: 1) diversity in instructional/curricular formats (e.g., individualized, problem-focused, integrated core), 2) diversity in population interest groups (e.g., feminists, older citizens, union members), 3) diversity in students served (e.g., traditional residential, urban commuting, rural, minority, returning adults, older, and part-time students), 4) diversity of institutional setting (e.g., public and private universities, private liberal arts colleges, public and private 4-year colleges, community colleges), 5) diversity in topical focus (e.g., basic skills, living skills, intellectual skills, occupationally-oriented skills).

The past year's activities have included three meetings with the 14 Associates, the Resource Institution, and members of the Advisory Panel, site visits to each program, and the implementation of an examination plan for each program through a variety of quantitative and qualitative techniques. In addition, collaborative groups have formed to discuss common interests about such issues as the relationship between the individual student and the social context of the programs, teaching styles for different learning settings and student needs, feminist liberal

education, the analysis of critical moments in the educational process, and strategies for evaluating liberal education outcomes.

The efforts of the project will culminate in a final report and a series of short papers. The Associate Institutions' findings will be reported at appropriate educational conferences. Anticipated outcomes of the project include: understanding different models of liberal education, identifying assessment strategies for evaluating the components and outcomes of liberal education, sharing resources and philosophies among Associates, improving individual liberal education programs, and disseminating the results of the project.

University of Michigan (Resource Institution)
Ann Arbor, Michigan

Serving as the Resource Institution for National Project IV, the University of Michigan's Center for the Study of Higher Education provides coordination, support and guidance to Associate institutions by: 1) organizing meetings of the Associates, 2) encouraging collaboration, 3) assisting Associates in the implementation of their examination plans, and 4) disseminating findings through publications and conferences.

Project Director:

Zelda F. Gamson, Professor
Center for the Study of Higher Education
2007 School of Education Building
University of Michigan
Ann Arbor, MI 48109
(313) 763-5951

The following are abstracts of program and assessment descriptions submitted by the Associate Institutions:

Brooklyn College/CUNY
Brooklyn, New York

Brooklyn College's New School of Liberal Arts strives to integrate disparate disciplines into meaningful instructional combinations by a systematic study of five historical periods viewed from four disciplinary perspectives (courses): arts, literature, sciences, and social institutions. Simultaneously, the basic skills of writing and critical thinking are stressed, and interactive instructional modes are encouraged. N.S.L.A. intends to conduct follow-up studies and a formative evaluation of the program. Specific assessment methods will include: entrance tests, competency tests, longitudinal analysis of student evaluations of faculty, courses, and program; student and faculty interviews; and peer faculty evaluations.

Project Director:

Nancy Black
Assistant Professor
New School of Liberal Arts
Brooklyn College
Bedford Avenue and Avenue H
Brooklyn, NY 11215
(212) 780-5580

Hampshire College
Amherst, Massachusetts

Hampshire College will examine its learner-centered educational program from the narrower perspective of an exemplary college component--the program in natural science--as well as, from the broader perspective, the role played by the Five Colleges, Inc., consortium in the maintenance of the learner-centered programs. The Hampshire program stresses development of the learning process rather than mastery of a specific body of knowledge and urges practicing the discipline, learning it in its working rather than its ideal form. Methods of evaluation will include: comparative student-group studies, tracing development of student curriculum structures through divisions, and student project reviews:

Project Directors:

Nancy Lowry, School of Nat. Science
Robert Von Der Lippe, Professor of Sociology
Hampshire College
Amherst, MA 01002
(413) 549-4600

Hofstra University
Hempstead, New York

The major aim of Hofstra's program is worker education, a combination of the liberal arts with leadership training, which seeks from the liberal arts the critical capacities, skills, competencies and values that make workers more effective leaders and administrators of trade unions, and community-based or public institutions. The program integrates trade union activities with the curriculum. Assessment activities will include: student evaluations of faculty and courses, student performance evaluations via standard grading and monitoring of field experiences, the use of student questionnaires, and student follow-up.

Project Director:

Bertram Silverman
Director
Labor Institute of Applied Social Science
Hofstra University
Hempstead, NY 11550
(516) 560-3472

University of Nebraska-Lincoln
Lincoln, Nebraska

The University Studies program, a part of the College of Arts and Sciences, offers an individualized course of study toward a bachelor's degree for traditional, older, and part-time students. Emphasizing depth of learning in areas of personal interest, as well as breadth of knowledge, the program combines a multidisciplinary approach with internships, community-campus links for advising purposes, and senior projects. The focus of the project's evaluation will be made to improve the program, the project will implement a program of self-study, a program review by other university faculty, students and alumni, and an alumni survey. To assess outcomes of a liberal education the project will use the College Outcomes Measures Project (COMP) from ACT and Harvard's Value Added II (if available).

Project Director:

Donal Burns
Associate Dean
College of Arts and Sciences
University of Nebraska-Lincoln
1223 Oldfather Hall
Lincoln, NE 68588
(402) 472-2891

New York City Community College/CUNY
Brooklyn, New York

The Institute of Study for Older Adults, established as part of the New York City Community College's Division of Continuing Education, extends educational opportunities to older adults of various racial, ethnic, economic, and educational backgrounds. In cooperation with senior centers, homes and hospitals for the aging, and other social agencies for the aged, the Institute offers liberal education courses which develop awareness and confidence, encourage community participation, and expand students' knowledge of the surrounding world. Topics which will be examined during the project period include: student involvement, student outcomes of the liberal education program, student attitudes, and the applicability of the program's outreach organization and delivery system to other liberal education programs.

Project Director:

Maria Bergio, Director
Institute of Study for Older Adults
Division of Continuing Education
New York City Community College
300 Jay Street
Brooklyn, NY 11201
(212) 643-8150

Northern Virginia Community College/ Manassas Campus
Manassas, Virginia

Northern Virginia Community College has developed Project INTERTWINE, a program which offers a team-teaching approach in developmental classes. Bringing liberal education faculty together with counselors who have skills in personal and career development, the program gives students training in reasoning skills and values clarification, and, in more personal skills such as time management and self-responsibility. Project INTERTWINE will be examined from the bases of course content, student response to classes, and retention rate, and it will be compared with traditional approaches to liberal education.

Project Director:

Elizabeth Crizzard
Northern Virginia Community College
Manassas Campus
6901 Sudley Road
Manassas, VA 22110
(703) 368-0184

Northwestern University
Evanston, Illinois

Northwestern's Program on Women focuses on an interdisciplinary, community/classroom integrative approach and has a four-part purpose: 1) to identify and remedy skill deficiencies of students, 2) to investigate emerging concerns of women, 3) to examine the values and social attitudes of participants, and 4) to increase communication between the university and the community. Student progress and development will be measured on the bases of attitudes and behavior, viewed from both quantitative and qualitative perspectives. A meta-evaluation will also be conducted to review the benefits and pitfalls of the two evaluation perspectives.

Project Director:

Bari Watkins
Assistant Director, Program on Women
College of Arts and Sciences
Northwestern University
1902 Sheridan Road
Evanston, IL 60201
(312) 492-7360

University of Oklahoma
Norman, Oklahoma

The University of Oklahoma's College of Liberal Studies provides interdisciplinary studies in liberal education for working adults who are seeking baccalaureate or master's degrees. The instructional program emphasizes flexibility and accommodates individual needs and learning styles. The project plans to examine individual differences in learning outcomes, cognitive styles and generic competencies, as well as to develop and further improve the program's curriculum. Standardized tests, including the College Outcomes Measures Project (COMP) of ACT and the Group Embedded Figures Test (GEFT), will be used in the evaluation.

Project Director:

Phyllis Colyer
College of Liberal Studies
University of Oklahoma
1700 Asp Avenue, Suite 226
Norman, OK 73037
(405) 325-1061

Radcliffe College
Cambridge, Massachusetts

The Office of Institutional Policy Research on Women's Education will examine the effects of a number of innovative approaches for providing lifelong liberal learning opportunities for women and men. The project focuses on a review of the Radcliffe Seminars offered to adult, post-baccalaureate women; the Mary I. Bunting Institute which provides research fellowships for women scholars; the Radcliffe Alumni Career and Radcliffe Forum which sponsors lectures, panel series and other activities of special interest to women; the Schlesinger Library on the History of Women in America; and the Radcliffe Data Resource and Research Center, a repository for social science data on women. The evaluation will primarily use demographic, attitudinal, and life situation data to determine the impact of these programs on participants.

Project Directors:

Nancy Downey, Norma Ware
Office of Institutional Policy Research
Radcliffe College
10 Garden Street
Cambridge, MA 02138
(617) 495-8625

Saint Joseph's College
Rensselaer, Indiana

Saint Joseph's liberal education program presents an ever-widening picture of the self in relation to the world. The program emphasizes the development of cognitive and communication skills, a community of seekers of truth, an awareness of the real, integrative skills, a commitment of values, and a witnessing to specific Christian values. Evaluation has consisted of measurement of personality trait development, cognitive moral development, and values development. The overall approach to evaluation will be illuminative or holistic and will be conducted in two major steps: 1) data collection and general focusing and 2) synthesis and interpretation:

Project Director:

John P. Nichols
Core Curriculum Coordinator
Saint Joseph's College
Box 942
Rensselaer, IN 74978
(219) 866-7111

SUNY/College at Old Westbury
Old Westbury, New York

The State University of New York-College at Old Westbury offers an African-American Music Program. The pedagogy of the program is based on the presumption that improvisation releases creativity in people with varying talents and experiences, and that the African-American tradition is an effective vehicle for interdisciplinary education. The project's purposes are: to assess the program's impact on participants, to survey graduates for their views of the program, to offer classes to music teachers for external evaluation, and to seek music critics' and producers' evaluation of senior recitals. The project will also develop a teaching guide documenting the program's methodology.

Project Directors:

Charlotte Lawrence, Ken McIntyre
State University of New York -
College at Old Westbury
P. O. Box 210
Old Westbury, NY 11568
(516) 876-3135

SUNY/Stony Brook
Stony Brook, New York

The Federated Learning Communities at SUNY-Stony Brook are a structural integration of the disciplines into thematically coherent sequences. Integrative structural devices include: a meta-seminar, master learners, a core course for exploring disciplinary interrelationships, and an interdisciplinary student project. In general, assessment has included evaluation of teaching effectiveness, program monitoring, and student impact studies. Evaluation approaches have included illuminative processes, interviews, pre- and post-testings, and a variety of comparative studies.

Project Director:

Patrick J. Hill
Associate Professor of Philosophy and
Director, Federated Learning Communities
State University of New York
Stony Brook, NY 11794
(516) 246-8611

Talladega College
Talladega, Alabama

Talladega College's liberal education program stresses preprofessional development to ease students' entry into professional/graduate training. Both in course sequences and in extracurricular and residential activities, emphasis is placed on cognitive and affective development; and a strong commitment is made to providing upward social and economic mobility to under-prepared students of low socioeconomic standing. Talladega College's program seeks to identify change in student values on the basis of theoretical, aesthetic, economic, political, social, and religious criteria. A student's progress is evaluated by his/her performance on specified (standardized) measurement scales. Furthermore, Talladega College seeks to evaluate the impact of those aspects of a liberal education which are part of the activities through which a student must pass but which are not specified courses or curricular activities.

Project Director:

Roland Braithwaite
Dean of the College
Talladega College
627 West Battle Street
Talladega, AL 45160
(205) 362-3240

Vermont State Colleges
Montpelier, Vermont

The Office of External Programs of the Vermont State Colleges offers an upper-division external degree program to provide educational access of off-campus adults seeking individualized instruction. Although the program's content is traditional, its process is different, in that it encourages students' assessment of past learning, self-designed degree plans and learning contracts, and use of mentors as educational guides and community resource people as evaluators. The project will use an adaptation of the Perry Scheme to describe adult student development and the factors contributing to development. Data-gathering instruments will include the Perry Written Protocol (KNEWI), Structured Interview, the Nowicki-Strickland Adult Internal-External Locus of Control Instrument, and the Education Outcomes Questionnaire.

Project Director

Laurent Daloz, Office of External Programs
Vermont State Colleges
P. O. Box 296
Montpelier, VT 05602
(802) 828-2401

SPECIAL FOCUS PROGRAM

Large numbers of adults turning or returning to postsecondary education have highlighted needs which differ in significant ways from those of the traditional college students. For example, adults need alternatives to attending classes during the day at inconvenient locations; counseling services appropriate for 18-year-olds usually do not address the needs of adults who have already established themselves as productive members of society; adults frequently have competence in their own areas of expertise and this competence needs to be recognized by the institution.

More institutions now are or soon will be seeking to increase the number and range of adults in their programs. Yet these adults will be better served if the practices of early successful efforts are incorporated or improved upon in the new and developing programs. It has not always been easy to move a solution from its place of origin and apply it to a similar problem in another setting.

Through its Special Focus Program, "Adapting Improvements: Better Strategies for Educating Adults," the Fund has sought to identify successful practices for educating adults (e.g., those beyond the 18-to 22-year-old age group), and to get these practices into wider use. As an agency interested in keeping down costs, we hope to become more active in this area. By encouraging the adaptation and dissemination of successful programs, the Fund expects that potential adaptors will benefit from the experience and expertise of their colleagues, and thus avoid some of the pitfalls and costs usually involved in implementing new programs.

The Fund awarded 13 grants, selecting from a pool of 425 applicants. Three of these awards were for 1 year and have concluded; the other ten, 2-year projects are described below.

It is expected that the Special Focus Program will lead to an increased understanding of dissemination and adaptation for both the Fund and the field. An external evaluation team is being led by Arthur Chickering of Memphis State University. In addition, intensive site visits are being conducted by Fund staff.

Brief descriptions of each of the Special Focus projects follow. These projects represent a broad range of improvement techniques for teaching adults and they employ a variety of innovative dissemination strategies.

University of Chicago
Chicago, Illinois

The Consortium on Quality in Non-Traditional Education, headquartered at the University of Chicago, comprises 17 institutions individually and collectively working to improve their adult-centered programs. Key issues include the clarification of goals, measurement of quality, and the generic competences needed to actually design and implement program improvements. Participants are studying exemplary models, using research on needed competences, and creating their own resources on shared issues.

Project Director:

Carol G. Schneider
1225 East 60th
Chicago, IL 60637
(312) 753-2053

Corrections Clearinghouse
Olympia, Washington

Corrections Clearinghouse, a unit of Washington's Employment Security Department, has developed a 4- to 6-week course to assist adults to make decisions about vocational/educational options. The program is designed to meet the needs of ex-offenders and other adults who have been out of the labor market for a considerable period of time and who typically experience great difficulty in making the adjustment to the world of work. The staff of the Clearinghouse will be providing technical assistance to programs which work with ex-offenders, outpatients from mental health facilities, high school dropouts, and other hard-to-employ adults in an effort to disseminate the Career Awareness Program (CAP) nationally.

Project Director:

Phyllis M. Kenney
Corrections Clearinghouse
Employment Security Department
Olympia, WA 98504
(206) 753-1362

National Public Radio
Washington, D.C.

The National Public Radio is disseminating the West Virginia Wesleyan College instructional radio program to three locations. They eventually hope to create a national satellite instructional radio network. As part of the Radio Cluster, National Public Radio will share ideas and strategies with Greenville Technical College and the City University of New York at Queensborough.

Project Director:

Brian Brightley
National Public Radio
2025 M Street, N.W.
Washington, DC 20036
(202) 785-6477

New England College
Henniker, New Hampshire

New England College is disseminating its highly successful PIONEERS program to five other institutions. PIONEERS is an educational program for senior citizens which involves them in mini-courses and extra-curricular activities with undergraduates. The schools selected represent a cross-section of institutional types--from community colleges to private universities. At some institutions, the elderly will live in the dormitories, while others will have them participate in clubs. Each institution will receive technical assistance and information from a core staff at NEC.

Project Director:

James Verschueren
New England College
Henniker, NH 03242
(603) 428-2252

University of Pennsylvania (HERS Mid-Atlantic)
Philadelphia, Pennsylvania

The University of Pennsylvania, in collaboration with HERS Mid-Atlantic, will adapt their own pre-conference seminar on women-in-management so that it can be offered on individual campuses with an emphasis on the particular problems at each place. The seminar uses the case study method of instruction and will be followed by a Clinic on Leadership and Management 1 month later. Faculty, administrators, and secretaries will be involved. Informal support groups will be established through a series of lunch-time workshops which provide the participants with an opportunity to discuss problems, exchange ideas and build their own networks.

Project Director:

Cynthia Secor
HERS Mid-Atlantic
University of Pennsylvania
3601 Locust Walk/CB
Philadelphia, PA 19104
(215) 243-5426

Queensborough-CUNY
Bayside, New York

Queensborough Community College, the inventor of a telephone conferencing instructional system for homebound students, will share its knowledge and expertise with other institutions interested in implementing similar programs. Courses are offered in liberal arts, career education, and general education. Dissemination will be accomplished via conferences, on-site consultations, a procedural manual, and demonstrations of the program. Working with National Public Radio and Greenville Technical College, the project will adapt instructional radio courses into the College's curriculum.

Project Director:

Merrill Parra
Queensborough Community College
56th Avenue and Springfield Blvd.
Bayside, NY 11364
(212) 631-6397

University of Rhode Island
Providence, Rhode Island

The University of Rhode Island will adapt several models of adult counseling services. They will retrain the professional staff of the current counseling services at URI, Rhode Island Junior College and Rhode Island College to be more sensitive to the needs of adult learners. Workshops will be the major method of retraining.

Project Director:

Richard Katzoff
Assistant to the President
University of Rhode Island
Kingston, RI 02881
(401) 792-2444

University of Tennessee,
Knoxville, Tennessee

One out of every five adults in the United States is reading below a fifth grade level, and evidence suggests that the rate of functional illiteracy in Tennessee is at least 20 percent. The University of Tennessee, through its Adult Reading Academy Program (UT-ARAP), will assist two programs in that state to serve the needs of adults with severe reading deficiencies. The programs which are housed in a community college (Motlow State) and a newly created unit of a community agency (Bradley-Cleveland Community Services Agency) will provide reading instruction to hundreds of adults in their communities.

Project Director:

Kathy Aycock
Director of Adulty Reading Program
405 Alumni Hall
Knoxville, TN 37916
(615) 974-6802

Washington School of Psychiatry
Washington, D.C.

The Washington School of Psychiatry will disseminate the principles and practices of math anxiety clinics through a combination of materials and demonstrations. A directory of math anxiety programs nationwide will be a resource for interested adaptors who can then contact local experts and practitioners to obtain technical assistance, advice or services, as needed. For counselors, a kit including information about the implementation and operation of a math anxiety clinic, instruments for assessing and overcoming math anxiety, suggestions for classes and counseling sessions will be prepared by experts in counseling and mathematics instruction. A self-help kit for adult learners will contain exercises to determine the extent of his or her math anxiety and ways of overcoming it. Demonstrations of the materials will be done on a fee for services basis.

Project Director:

Sheila Tobias
Washington School of Psychiatry
1610 New Hampshire Avenue, N.W.
Washington, DC 20009
(202) 667-3008 or 333-6885

Wesleyan University
Middletown, Connecticut

The Consortium of Graduate Liberal Studies, headquartered at Wesleyan, is creating a summer institute for universities interested in starting graduate liberal studies programs. Such programs usually feature interdisciplinary work at the master's level and attract clients such as teachers and other working professionals.

The Consortium is also preparing a manual describing how various universities have dealt with typical problems in starting such programs: curriculum, organizational siting, publicity, and the like. By using a variety of models, the Consortium hopes to support new schools in the creation of their own, unique programs that build on the experience of other universities.

Project Director:

James L. Steffensen, Jr.
Coordinator, GLS Consortium
Graduate Summer School
Wesleyan University
Middletown, CT 06457
(203) 347-9411 Ext. 288

I. IMPROVEMENT APPROACH

Administrator Development: 4R, 23L, 33R, 45R, 52L, 58R, 64R, 75R, 84R, 88L

Admissions/Recruitment Change: 15L, 16R, 20L, 26L, 33L, 44R, 50R, 52R, 71R, 72R, 88R

Applied Research: 1R, 2L, 4L, 5R, 7L, 8R, 9R, 19R, 30L, 32R, 34L, 37L, 41L, 47R, 62L, 78L, 78R, 95L

Assessment of Prior Learning: 2L, 6L, 7R, 25R, 49L, 59L, 81R,85L

Assertiveness/Leadership Training: 98L, 99R

Brokering: 61L, 65L, 80R, 101R

Cluster College Creation: 93R

Cognitive Development: 18L, 35L, 74R, 78R

Collaborative Learning: 11R, 27R, 31L, 36R, 96L

Community Involvement: 9L, 10L, 22R, 26R, 27L, 31L, 32R, 42L, 42R, 43L, 52L, 57R, 62R, 70R, 74R, 77L, 86L, 91L, 99R, 100L

Competency-based: 6L, 10R, 53L, 55R

Computer Utilization: 7L, 9R, 11L, 14L, 14R, 40R, 42L, 46R, 50L, 53R, 78L, 82L, 98R

Consumer Information Sharing: 20L, 22L, 25R, 30R, 40L, 50L, 86R, 90L, 102L

Cooperative Degree Granting: 2L, 72R, 74R, 102R

Counseling and Career Planning: 15L, 15R, 16L, 19L, 28L, 30R, 35R, 38L, 39L, 39R, 40L, 42L, 47L, 48L, 48R, 49L, 64R, 70L, 72R, 73R, 80R, 82R, 88R, 93L, 97L, 101R

Critical Thinking/Problem Solving: 13L, 14L, 14R, 18L, 46R, 53R, 78L, 80L, 99R

Dissemination/Adaptation: 1R, 2R, 8R, 12L, 13R, 16L, 20R, 21L, 24R, 40R, 42R, 45L, 51R, 52R, 57L, 58L, 58R, 61L, 65L, 71L, 82L, 85L, 92R, 94L, 94R, 98R, 102L, 103L

Evaluation Programs: 2L, 3R, 5L, 9R, 18R, 38R, 44L, 45L, 51R, 56L, 61R, 65R, 84L, 94R

Experiential and Off-Campus Learning: 6L, 6R, 10R, 21R, 25L, 25R, 28R, 31R, 34L, 41R, 43R, 48R, 49R, 58R, 59L, 63L, 75R, 77R, 79L, 83R, 86L, 89R, 91L, 94R, 98L

Faculty Development: 6R, 11R, 16L, 17L, 17R, 21R, 24L, 24R, 25L, 27R, 29L, 35L, 38R, 47L, 49L, 49R, 51R, 54R, 55L, 58R, 60L, 61R, 64L, 64R, 65R, 67R, 69R, 71L, 78R, 83L, 84R, 88L, 89L, 91R, 96R, 97L

Generation of New Institutions or Agencies: 5L, 10L, 18R, 32R, 48L, 56R, 74L, 101L

Group Learning: 11R, 13L, 41R, 62R, 87R

High School-College Articulation: 23R, 46R, 51L, 54L, 70L, 73R, 80L, 82R, 103L

Individualized Instruction: 1L, 7R, 14L, 22R, 49L, 53L, 53R, 73L, 81R, 83R

Institutional Renewal: 23L, 24R, 47L, 51R, 61R

Instructional Development: 2L, 5R, 6L, 9L, 12L, 12R, 13R, 17R, 18L, 26R, 27L, 31R, 32L, 34R, 35L, 38R, 41L, 43R, 44R, 45L, 46L, 46R, 48L, 49R, 54R, 55L, 55R, 56L, 59R, 60L, 62L, 64L, 66L, 66R, 67L, 68L, 69R, 71L, 75L, 78R, 79R, 83R, 87L, 91R, 92L, 95R, 96R, 100L, 100R

Interdisciplinary Instruction: 32L, 63R, 93R, 95R, 97R, 100R

Intergenerational Collaboration: 1L, 86L

Leadership Development: 4R, 12R, 21R, 45R, 52L, 62R, 69L, 79L, 92L, 93L, 95L

Management Improvement: 7L, 20L, 50R, 53L, 62L, 72R, 75R, 81L

Media Utilization: 11L, 12R, 28R, 29R, 43R, 54L, 77R, 87L, 92R, 99L

Networking Building: 13R, 18R, 19R, 24R, 27L, 37R, 45L, 58R, 62R, 64L, 93L, 98R

Noncollegiate Resource Utilization: 8L, 41R, 42R, 48R, 63L, 86L, 89R, 98L

Outreach: 15R, 19L, 20R, 21L, 26L, 28R, 29L, 35R, 39L, 48R, 51L, 56R, 57R, 70R, 73L, 80L, 88R, 90R, 91L, 94L

Peer Instruction or Counseling: 11R, 17L, 24L, 36L, 39R, 51L, 73R, 81R

Regional Planning: 67R, 68R

Tuition/Financial Aid Changes: 20L, 30L, 47R, 65L, 86R

Work-based Instruction or Counseling: 36R, 37R, 40L, 44L, 47R, 60R, 85R, 87R, 96L, 103L

II. CURRICULAR CONTENT

Adult Development: 51R, 55L, 68L, 78R

Appropriate Technology and Architecture/Planning: 37L, 41R, 56R, 87L

Arts: 8L, 26R, 27L, 39L, 67L, 100L

Basic Skills: 6R, 17R, 18L, 22R, 31L, 35L, 51L, 54R, 55R, 73R, 74R, 80R, 88R, 99R

Black Studies: 1R, 38R, 100R

Business: 10R, 36R, 38L, 70L, 77L, 92L

Career Education: 3L, 10R, 13R, 15R, 16L, 35R, 37R, 39L, 39R, 42L, 48R, 52L, 64R, 70L, 80R, 82R, 86L, 89R, 90R, 93L

Chicano Studies: 13R

Community Development: 9L, 27L, 43L, 48L, 57R, 58L, 59R, 95L

Coping Skills: 35R, 70R, 74L, 90R, 98L, 99R

Education: 6R, 24R, 25L, 41L, 45L, 51R, 55L, 63L, 64L, 65R, 75R, 84R, 89L

Engineering and Technology: 61L, 72R, 80L, 101R

Environmental Science: 41R, 93R

General Education: 3R, 17R, 19L, 21R, 22R, 33L, 36L, 45L, 48L, 49L, 49R, 50R, 57R, 59R, 60R, 69R, 75L, 79R, 85L, 91R, 93R, 98R

Graduate Study: 34R, 64R, 92L

Health and Medicine: 2L, 7R, 23R, 34R, 61R, 73L, 81R, 83R, 91L, 102R

History: 13R, 66L, 66R, 88L

Human Services: 34R, 38R, 48R

Humanities: 13R, 64R, 82L, 92R, 97R

Interdisciplinary Studies: 1L, 32L, 58L, 97R

Labor Education: 36R, 37R, 60R, 74L, 96L

Foreign Languages: 11L, 46L, 80R

Law: 5R, 34R, 52R, 56L

Life Planning: 16L, 28L, 31L, 35R, 39R, 47L, 48R, 49L, 64R, 70R, 85R, 86L, 88R, 90R, 99R, 101R

Management: 4R, 10L, 38L, 43L, 45R, 72R, 79L, 81L

Mathematics: 13L, 14R, 20R, 21L, 46R, 51L, 53R, 78L, 81R

Natural Sciences: 14L, 16R, 18L, 20R, 21L, 23R, 31R, 51L, 60L, 71R, 81R, 92R

Physical Education: 102L

Planned Change: 3R, 51R

Public Policy: 9L, 52R

Social Sciences: 13R, 16R, 29R, 32R, 34L, 38R, 63R, 69L, 82L, 92R, 99L

Trades: 42L, 44R, 70L, 90L, 95R, 101L

Values: 21R, 34R, 97R

Writing and Language Skills: 5R, 11R, 24L, 39L, 41L, 54L, 54R, 62L, 71L, 83L, 84L, 90R, 103L

Women's Studies: 1R, 12L, 48L, 59L, 66L, 69L, 96R, 100R

III. INSTITUTIONAL TYPE:

Business/Industry: 36R, 37L, 101L, 101R

College: Two Year

Public: 24L, 35L, 42L, 43R, 44R, 53L, 69R, 81L, 88R, 95R, 98R

Private: 73R

College: Four Year

Public: 2L, 6R, 11R, 12L, 12R, 21L, 23R, 28R, 34L, 36L, 41L, 46R, 48R, 50R, 51L, 53R, 55R, 60L, 63R, 68L, 70R, 71L, 74R, 77L, 85L, 90R, 96L, 103L

Private: 9L, 10R, 11L, 17R, 18L, 19L, 20L, 21R, 28L, 29L, 33R, 35R, 49L, 54R, 68L, 71R, 73L, 79L, 93L, 96R, 97L

University: Graduate/Professional

Public: 1L, 1R, 7L, 7R, 13L, 13R, 14L, 14R, 15L, 17L, 20R, 27R, 31L, 34R, 40R, 42R, 46L, 49R, 51R, 54L, 55L, 56L, 56R, 61R, 63L, 64R, 65R, 68R, 75L, 77R, 78L, 82L, 82R, 83L, 83R, 84L, 84R, 88L, 89L, 91L, 91R, 92L, 92R

Private: 32L, 47L, 50L, 69L, 72L, 93R, 97R

Community-Based Organizations: 15R, 18R, 22R, 26R, 32R, 39R, 41R, 48L, 52L, 57R, 58L, 59R, 62R, 74L, 80R, 95L, 99R, 100L, 100R

Community Development Corporation: 10L, 39L

Consortium: 5L, 24R, 26L, 64L, 68L, 78R, 94L, 94R, 102R

Educational Association: 3L, 3R, 4R, 23L, 24R, 25L, 25R, 30L, 38R, 45R, 47R, 59L, 67R, 75R, 79R, 81R, 89R

Government Agency: 62L, 94L, 94R

Health Facility: 7R, 34R, 61R, 86L

Library: 14L

Media Organizations: 29R, 99L

Museum or Zoo: 27L, 31R

Professional Association: 2R, 4L, 6L, 8R, 16R, 38L, 53R, 66L, 66R, 80L

Proprietary School: 67L, 70L

Public Educational Agency: 22L, 33L, 86R, 87R

Public Interest Group: 8L, 52L, 52R, 57L, 87L, 98L, 102L

Publisher: 30R

Research/Consulting Firm: 5R, 9R, 16L, 19R, 37R, 43L, 44L, 45L, 61L, 65L, 90L

Union: 40L, 44R, 60R, 85R

IV. PRIMARY POPULATION SERVED

Administrators: 3R, 12R, 23L, 33R, 44L, 45R, 47L, 51R, 64R, 84R, 88L, 94R, 98R

Adults: 1L, 9L, 14L, 18R, 20L, 22R, 24R, 25R, 26L, 29L, 31R, 35R, 36L, 39R, 41R, 45L, 49L, 50R, 51R, 54R, 56L, 56R, 67L, 69R, 70L, 70R, 71R, 75L, 80R, 81L, 85L, 87L, 87R, 90R, 92L, 99L, 99R, 100L, 101R, 102R

Artists: 8L

Asians: 15R, 67R, 94L

Blacks: 2L, 10L, 13L, 17R, 18L, 23R, 26L, 27L, 32R, 34L, 38R, 48L, 51L, 52R, 54R, 55R, 56R, 66R, 72R, 75R, 81R, 89L, 94L, 97R, 99R, 100R

Chicanas: 15L, 19L, 32R, 45L, 52R, 94L

Chicanos: 13R, 32R, 45L, 52L, 52R, 80L, 94L

Counselors: 64R

Elderly: 29R, 34R, 35R, 77R, 86L

Entrepreneurs: 43L

Faculty-Regular: 3L, 6R, 11R, 12R, 13R, 21R, 24L, 25L, 29L, 33R, 34R, 35L, 36L, 38L, 38R, 47L, 49R, 51R, 54R, 55L, 58R, 59L, 60L, 64L, 65R, 66L, 66R, 68L, 71L, 83L, 84R, 88L, 89L, 91R, 96R, 97L

Faculty-Adunct: 1L, 25L, 69R

Freshmen: 33R

Full-Time Undergraduates: 2L, 11L, 12R, 14R, 17R, 18L, 21R, 22L, 27R, 43R, 53R, 54L, 63R, 64L, 71L, 75L, 78L, 79R, 81R, 82L, 83L, 84L, 89R, 93R, 94L, 95R, 102L

Graduate and Professional Students: 5R, 28L, 30L, 32R, 37L, 38R, 61R, 64R, 66R, 75R, 89R, 92L, 102R

Handicapped: 17L, 32L, 42L, 98L

High School Students: 12L, 20R, 21L, 23R, 46R, 51L, 54L, 65L, 73R, 103L

Latinos: 31L, 32R, 45L, 52R, 94L

Librarians: 9R

Migrants: 31L, 39L, 82R, 91L

Native Americans: 5L, 20R, 21L, 28R, 32R, 52R, 59R, 81L, 88L, 92L, 94L

Part-Time Students: 50R, 102L

Policymakers: 3R, 44L, 58R, 67R, 68R, 87L, 102R

Professionals: 6L, 7R, 62L, 73L, 83R

Puerto Ricans: 10R, 32R, 45L, 52R, 94L

Rural Population: 16L, 18R, 28R, 31L, 41R, 42R, 48R, 54R, 55R, 56L, 67R, 70R, 90R, 91L, 96L

Spanish Speaking: 10R, 13L, 23R, 26L, 27L, 31L, 33L, 33R, 39R, 45L, 46L, 47R, 52L, 52R, 73R, 74L, 80R, 81R, 82R, 99R

Teachers: 1R, 2R, 41L, 54L, 63L

Underprepared Students: 11R, 20R, 23R, 51L, 55R, 80L

Unemployed: 19R, 61L, 95L, 101R

Urban Population: 18R, 26R, 27L, 31R, 34L, 50L, 57R, 58L, 71L, 74L, 74R

Women: 1R, 4R, 8R, 10L, 12L, 13L, 15L, 16R, 19L, 21R, 30R, 33R, 35R, 39R, 45R, 48L, 48R, 49L, 53R, 57L, 57R, 58L, 59L, 61L, 69L, 71R, 72R, 75R, 78R, 79L, 88R, 90R, 93L, 96R, 99R, 100L, 100R, 101L, 101R, 102L

Workers: 36R, 37R, 40L, 44R, 57L, 60R, 62R, 74L, 77L, 85L, 85R, 87R, 92R, 95L, 96L, 103R

Youth: 4L, 39L, 61L, 82R, 90L

All Students and Institutions: 7L, 30L, 40R, 53L, 86R, 94R

V. REGIONAL LOCATION AND IMPACT

REGION I	(Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont)	8L, 23R, 26L, 26R, 36R, 48R, 50L, 60R, 61L, 74R, 75L, 78R, 79L, 93R, 96R, 99R, 100R, 101L, 101R, 102R
REGION II	(New York, New Jersey, Puerto Rico, Virgin Island)	6L, 10R, 11R, 12L, 19R, 20L, 22R, 23L, 30L, 34R, 37L, 37R, 39R, 41L, 44R, 46L, 46R, 50R, 57R, 58L, 62L, 62R, 71R, 72L, 73R, 80R, 82L, 92R, 85L, 87R, 93L, 99L, 103L
REGION III	(Delaware, Maryland, Pennsylvania, Virginia, West Virginia, District of Columbia)	4L, 18R, 23L, 27L, 27R, 31R, 32L, 33L, 33R, 34L, 45L, 48L, 49L, 49R, 69L, 70L, 71L, 81R, 82L, 86R, 87L, 89L, 89R, 90L, 96L, 97L, 102L
REGION IV	(Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee)	1L, 1R, 2L, 6R, 17R, 18L, 38R, 41R, 42R, 43L, 51L, 51R, 53L, 54R, 55R, 63R, 70R, 75R, 83R
REGION V	(Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin)	10L, 28L, 35L, 36L, 47L, 53R, 54L, 55L, 57L, 63L, 64R, 65R, 85R, 86L, 83R, 92R, 95R, 97R, 98L, 98R
REGION VI	(Arkansas, Louisiana, New Mexico, Oklahoma, Texas)	35R, 52L, 56R, 61R, 84L, 84R
REGION VII	(Iowa, Kansas, Missouri, Nebraska)	42L, 42R, 43R, 60L
REGION VIII	(Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming)	5L, 9R, 11L, 20R, 21L, 21R, 24R, 28R, 39L, 42R, 56L, 64L, 68R, 81L, 88L, 94L, 94R
REGION IX	(Arizona, California, Hawaii, Nevada, Guam, Trust Territory of Pacific Island, American Samoa)	7L, 7R, 12R, 13L, 13R, 14L, 14R, 15L, 16L, 24L, 29R, 31L, 32R, 45R, 52R, 67L, 67R, 69R, 74L, 77L, 77R, 78L, 80L, 95L, 100L

REGION X	(Alaska, Idaho, Oregon, Washington)	15R, 17L, 19L, 29L, 65R, 72R, 73L, 90R, 91L, 91R, 92L
MULTI-REGIONAL OR NATIONAL		2R, 3L, 3R, 4R, 5R, 8R, 9L, 16R, 25L, 25R, 30R, 38L, 40L, 40R, 44L, 47R, 58R, 59L, 59R, 65L, 66L, 68L, 79R

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